



USAID/MALAWI EDUCATION SUPPORT ACTIVITY (MESA)
Annual Report
August 2003 - July 2004



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With:

SAVE the Children
Creative Center for Community Mobilization
Malawi Institute for Education

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LIST OF ABBREVIATIONS

AED	Academy for Education Development
AIDS	Acquired Immunodeficiency Syndrome
AIR	American Institutes for Research
CADECOM	Catholic Development Commission of Malawi
CDA	Community Development Assistant
CRECCOM	Creative Centre for Community Mobilization
CTO	Cognizant Technical Officer
DAC	District AIDS Coordinator
DC	District Commissioner
DCDO	District Community Development Officer
DCE	Domasi College of Education
DEM	District Education Manager
DFID	Department for International Development
DHO	District Health Officer
DIO	District Information Officer
DLO	District Labour Officer
DO	Desk Officer
DPD	Director of Planning and Development
DSWO	District Social Welfare Officer
DYO	District Youth Officer
EQUIP	Education Quality Improvement Program
GVH	Group Village Headman
HIV	Human Immune Virus
IEQ	Improving Education Quality
IR	Intermediate Result
MANEB	Malawi National Examinations Board
MASAF	Malawi Social Action Fund
MBC	Malawi Broadcasting Corporation
MESA	Malawi Education Support Activity
MIE	Malawi Institute of Education
MPs	Members of Parliament
NAPHAM	National Association of People with HIV/AIDS
NGO	Non Governmental Organization
PEA	Primary Education Advisor
POW	Peer Outreach Workers
PTA	Parent Teacher Association
RCDO	Regional Community Development Officer
SC/US	Save the Children U.S.
SEMA	Senior Education Methods Advisor
SMC	School Management Committee
SMC-EQ	Social Mobilization Campaign for Education Quality
SWA	Social Welfare Assistant
TALULAR	Teaching and Learning Using Locally Available Resources
USAID	United States Agency for International Development



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EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)

Malawi Education Support Activity (MESA)

Annual Report

August 2003 – July 2004

1.0 PREAMBLE

Project Title: Malawi Education Support Activity (MESA)

Grantee: American Institutes for Research

Associate Award No. 690-A-00-03-00189-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

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2.0 PROGRAM DESCRIPTION

MESA will contribute to the quality and efficiency of basic education in Malawi by

- Improving teachers' professional skills;
- Making schools more effective; and
- Mitigating the impact of HIV/AIDS in the education sector.

These objectives will be achieved through a holistic MESA program that will blend the best practices and lessons learned from three successful Malawi projects: Quality Education Through Supporting Teaching (QUEST), by Save the Children/U.S. (SC/US); Social Mobilization Campaign for Educational Quality (SMC-EQ) by the Creative Centre for Community Mobilization (CRECCOM); and Improving Education Quality (IEQ) II by the American Institutes for Research (AIR). MESA will work in the four districts of Malawi: Mzimba South, Kasungu, Machinga and Phalombe as shown in Figure 1 and Table 1.

Figure 1. Map of Malawi showing MESA's impact districts

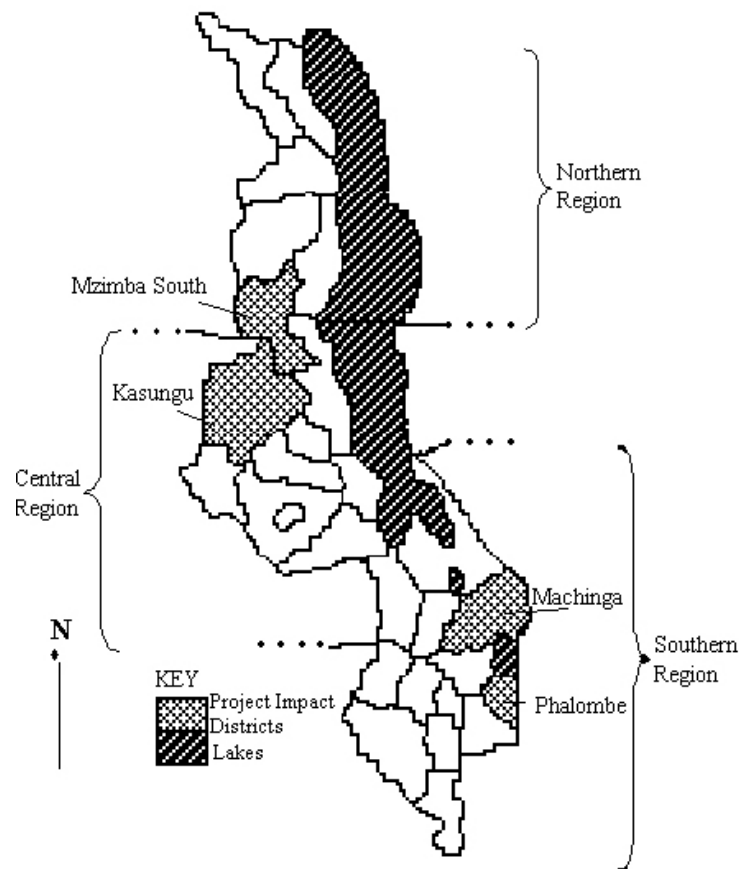


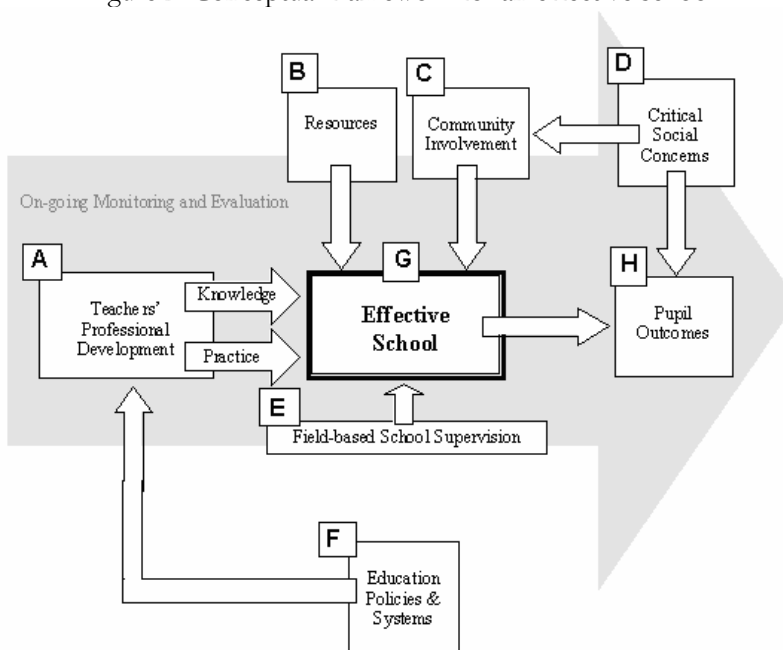
Table 1. Key impact district features

District	Size Sq. Km	Population		School-going Youth		Primary Schools	Hospitals/ Health Centers
		Male	Female	Boys	Girls		
Mzimba South	10,430	182,404	194,281	55,220	55,040	265	19
Kasungu	7,878	247,850	232,809	97,042	94,825	318	42
Machinga	3,771	176,853	192,161	47,833	45,156	154	16
Phalombe	1,633	109,229	122,761	31,741	31,485	83	11

The process begins by improving teachers' professional skills, both in content knowledge (e.g., civics education, HIV/AIDS awareness, life skills education) and in instructional practices (e.g., continuous assessment, TALULAR, classroom management). MESA will improve school effectiveness through the infusion of new resources including improving physical infrastructure of teacher education at Domasi College of Education (DCE) and Mzuzu University and facilitating the production and distribution of textbooks and other classroom resources. In addition, MESA will focus on community participation in the classroom, and making school management committees (SMCs) and parent-teacher associations (PTAs) more effective. It is through this process that MESA is addressing and mitigating critical social concerns, particularly HIV/AIDS, which impinge on access, persistence and quality of basic education.

The following figure helps to illustrate the interconnectivity of MESA's key components.

Figure 2. Conceptual framework for an effective school



MESA is an Associate Award implemented under the Educational Quality Improvement Program Leader with Associate Award I: Building Education Quality Through Classrooms, Schools and Communities (EQUIP I). AIR is the lead implementing organization with Save the Children U.S, CRECCOM, and the Malawi Institute of Education (MIE) as joint implementers.

The key project outcomes include:

- Teachers increasingly using
 - creative/participatory methods of teaching;
 - continuous assessment;
 - effective teaching methods to promote equitable learning for boys and girls; and
 - teaching/learning resources effectively.
- Teachers mitigating the impact of HIV/AIDS through integration of life skills curriculum.
- Teachers incorporating civic education into the curriculum effectively.
- School management committees increasingly
 - achieving “effective” status; and
 - implementing as well as supporting strategies for HIV/AIDS mitigation at their schools, zones, and/or at the district level.
- Pupils increasingly
 - retained in schools;
 - promoted to higher classes; and
 - achieving mastery in reading skills in English and numeracy.
- MESA constructing four classrooms and twelve lecturers’ offices at Domasi College of Education.
- MESA establishing an Information Technology Center at Mzuzu University.

3.0 PERFORMANCE OVERVIEW

3.1 Summary of Project Implementation Activities Accomplished in Year One

3.1.1 IR 9.1: Teachers' professional skills improved

- Sensitized 241 district partners in Mzimba South, Kasungu, Machinga and Phalombe districts.
- Conducted the gain score follow-up survey on Standard 3 pupils in Mangochi, Balaka and Salima districts.
- Instituted cluster mentorship system in all the impact districts.
- Trained 32 Core Group of Trainers.
- Trained 1,154 district level Training of Trainers.
- Equipped 299 cluster mentor teachers with training, organization and supervision skills.
- Trained 6,397 Standards 1-8 teachers at cluster level from 820 schools over 3 cycles of training.
- Trained 1,864 untrained teachers.
- Supervised 3,816 Standards 1-8 teachers to provide technical assistance and assess the impact of the MESA training.
- Designed and launched a reading campaign.
- Trained 1,324 SMC members and PTA chairpersons on the implementation of a reading campaign.
- Launched strategies to promote pupil retention in schools.

3.1.2 IR 9.1: Indirect Teachers' Professional Development Interventions

- Re-visited, edited and typeset Standards 5-8 Social Studies syllabuses.
- Developed and printed 11,000 copies of an orientation manual for trainers of trainers, teacher trainers and teachers.
- Developed and printed 11,000 copies of the Social Studies supplementary teachers’ guide and pupils’ book for Standard 5.
- Printed, bound and trimmed:
 - 2,700 copies of *Talular user's guide*;

- 2,000 copies of *Resource centre guide*;
- 2,700 copies of *Continuous assessment a practical guide for teachers*;
- 2,700 copies of *Participatory teaching and learning: a guide to methods and techniques*;
- 30 copies of *Continuous assessment: a training manual for educators in Malawi*; and
- 3,000 copies of *Effective use and care of textbooks*.
- Received government approval for the appointment of Norman & Dawbarn (Malawi) Limited as the lead engineering consultants for Domasi College of Education (DCE) construction initiative.
- Obtained a detailed plan of action and a draft memorandum of agreement from Norman and Dawbarn (Malawi) Limited for DCE construction initiative.
- Completed all planned works for Mzuzu University ICT hub.

3.1.3 IR 9.2 and 9.4: Effective schools and HIV/AIDS mitigated in education sector (Community involvement)

- Briefed 66 Traditional Chiefs, 54 influential political leaders and 130 district officials.
- Trained 91 data collectors.
- Facilitated and conducted TFD research and verification performances in 12 sites and reached approximately 19,290 people.
- Trained 121 government officials from the district, region, and ministry headquarters.
- Supported 758 community-based field worker and cluster mentor leader facilitated non-funded activities reaching out to approximately 118,580 people.
- Coordinated 526 community-based field worker facilitated funded workshops for school management committee members, PTA chairpersons, community leaders and teachers and reached out to 23,201 individuals.
- Trained 258 cluster mentor leaders in the four impact districts.
- Established 258 clusters, trained all 258-cluster mentor leaders and reached a total of 14,172 people.
- Identified 25 School Committee' for training in proposal development.
- Awarded school committee small grants.
- Trained 182 initiation counsellors.
- Facilitated the supervision of 347 field worker community based workshops.
- Compiled 15 illustrative community-based case studies.

3.1.4 Support Activities

Mass Communication Interventions

- Broadcast 41 programs.
- Developed and distributed 1,500 copies of project fact sheet.
- Produced and distributed 8,000 copies of first issue of project newsletter, MESA Forum.
- Developed second issue of MESA Forum
- Produced 500 copies of project poster.
- Publicized project activities through 65 articles written or broadcast by media institutions.
- Branded project name.
- Launched MESA website.

Monitoring and Evaluation

- Conducted gain score follow-up survey on Standard 3 pupils in Mangochi, Balaka and Salima districts.

Teacher, PEA and Community Baseline

- Reviewed instruments for data collection on teacher, Primary Education Advisor (PEA) and community performance.
- Trained 77 data collectors.
- Collected and analyzed data on 2,494 teachers, PEAs and community members.
- Established baseline data on the Teacher, PEA and community.
- Disseminated the findings to relevant stakeholders.

Pupil Baseline

- Collected school statistics by gender for 2003 and 2004 on 452,047 to 466,605 pupils in Standards 1-8 classes.
- Reviewed pupil performance data instruments for Standard 3.
- Designed and pilot tested Standard 6 pupil performance data instruments.
- Trained 180 data collectors.
- Collected and analyzed the data on 2,997 pupils.
- Established baseline data on Standards 3 and 6 pupil performance.
- Disseminated baseline findings.

Coordination and Reporting

- Established MESA field office in Zomba.
- Instituted MESA Advisory Committee of 15 professionals.
- Hosted external project stakeholders from within as well as outside Malawi.
- Held staff meetings at various levels such as senior management, technical committees as well as with external agencies such as members of the donor community and development partners.
- Attended various stakeholder meetings such as USAID monthly synergy and SO9 quarterly expanded meetings.
- Interacted regularly with the host government ministry officials for efficiency, effectiveness, relevance and sustainability of project outputs and outcomes.
- Visited field activity sites.
- Participated in two international video conferences.
- Produced and submitted four performance quarterly reports.

3.2 MESA Accomplishments relative to work plan

Activities	Quarter 1		Quarter 2			Quarter 3			Quarter 4			Qt5	Status
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
1. Project Start-up													
a. Hiring of staff and establishing offices													Accomplished
b. Meeting with key ministries, donors and NGOs													Accomplished
c. Meeting with AIR home office staff													Accomplished
d. Development of Annual Work Plan													Accomplished
e. Development of M&E Plan													Accomplished
f. Establishment of MESA Advisory Committee													Accomplished
g. National Briefing Meeting (DCs, DEMs, DCDOs)													Rescheduled to Oct after elections
2. Material Preparation and Production													
a. Baseline Tools for School Management Committees/PTAs													Accomplished
b. Baseline Tools for Mitigation of HIV/AIDS													Accomplished
c. Baseline Tools for Teacher Professional Skills													Accomplished
d. Baseline Tools for Effective Schools													Accomplished
e. Training Workshop Handouts													Accomplished
f. Code of Conduct Manual													Delayed
g. Manual on Care and Use of Textbooks													Accomplished
h. TALULAR Manual													Accomplished
i. Resource Centre Guide													Accomplished
j. Integrated Curriculum Material													Accomplished
k. Continuous Assessment Manual													Accomplished

Activities	Quarter 1		Quarter 2			Quarter 3			Quarter 4			Qt5	Status
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
3. District-level Interventions													
a. TFD Selection and Training													Accomplished
b. Training of Data Collectors													Accomplished
c. Final Data Collection for Standard 3 Gain Scores (Mangochi, Balaka and Salima)													Accomplished
d. District Introductions & Briefing Meetings													Accomplished
e. Community, School, Teachers, and PEA Baseline Data Collection													Accomplished
f. Pupil Performance Baseline Data Collection													Accomplished
g. TFD Research & Verification Performances													Accomplished
h. Field-worker Community-based Sensitization													Accomplished
i. School committee/PTA Interventions													Ongoing
j. Establishment of School Clusters													Accomplished
k. Teacher Training Workshops													Accomplished
l. Supplementary Training Workshops for Untrained Teachers													Accomplished
m. School Committee Proposal Writing Training & Preparation													Delayed by natural voter registration exercise
n. Awarding & Implementing School Committee Small Grants													Delayed by natural voter registration exercise

Activities	Quarter 1		Quarter 2			Quarter 3			Quarter 4			Qt5	Status
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
4. Social Studies													
a. Review and Approval of Social Studies Syllabus													Accomplished
b. Printing of Social Studies Syllabus													Started after signature delay
c. Development and Printing of Social Studies Training Manual													Accomplished
d. Development and Printing of Social Studies Supplementary Reading Materials													Accomplished
e. Training of Trainers on S.S. Manual													Re-scheduled to August - October
5. Domasi College of Education													
a. Establishing Procurement Requirements													Accomplished
b. Invitation for the Provision of Consultancy Services													Accomplished
c. Tender Document Preparation and Invitation													Accomplished
d. Review and Selection of Responses to engineering tender													Accomplished
e. Construction of Classroom Blocks													Delayed
f. Procurement of Furniture for Classroom Blocks													Not due yet
g. Construction of Office Block													Delayed
h. Procurement of Furniture for Office Block													Not due yet

Activities	Quarter 1		Quarter 2			Quarter 3			Quarter 4			Qt5	Status
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
6. Support to Mzuzu ICT Classroom													
a. Determine Furniture & Equipment Specs.													Accomplished
b. Research, Select & Order Furniture and Equipment													Accomplished
c. Receive and Install Furniture and Equipment													Accomplished
7. Information Communication Interventions													
a. MESA Logo Development													Accomplished
b. Website Submissions													Accomplished
c. Radio Program													Ongoing
d. MESA Newsletter													Accomplished
e. T-shirts, media coverage, promotional materials													Ongoing
8. Briefing Meetings and Reporting													
a. MESA Extended Team Meetings													Accomplished
b. MESA Advisory Committee Meetings													Rescheduled to July due to General Elections
c. USAID SO Team Meetings													Accomplished
d. District-level Briefing Meetings													Accomplished
e. Stakeholder & Policy Makers Briefing													Rescheduled to October
f. Parliament Committee on Education Briefing													Moved to September for new parliamentarians
g. Quarterly Report Submission													Accomplished
h. Draft Annual Work Plan													Accomplished
i. Final Annual Work Plan Submission													Accomplished
9. Program Monitoring and Evaluation													On going

4.0 DETAIL OF ACTIVITIES ACCOMPLISHED IN YEAR ONE

4.1 IR 9.1: Teachers' Professional Skills Improved

The teacher professional development component concentrates on improving teachers' professional skills through both pre-and in-service training of trained and untrained teachers. The following activities were accomplished over the first year of MESA.

4.1.1 Briefing and sensitization of district level partners

Briefing and sensitization meetings were the first district level activity meant to set the scene for subsequent project interventions. Some 241 key district partners (48 female and 193 male) like District Commissioners, District Education Managers, Traditional Authorities in each of the impact districts were briefed and sensitized (see Table A1 in Attachment XV). The meetings selected sites for Theatre for Development research and verification activities that were scheduled to follow (see section 4.3.3) and district monitoring teams to support and monitor project activities within a district were established.

The project was well received. Their enthusiasm and involvement in activities that took place over the year was clear testimony of their commitment. An initial expectation of the people that MESA was bringing with it a construction component (as was the case in QUEST) to complement some of the earlier activities initiated by SMC-EQ has since been clarified. MESA has been accepted and appreciated for what it is.

4.1.2 Follow-up survey on gain scores for Standard 3

Finishing the last data collection for QUEST, this was a final follow-up gain score survey for Standard 3 pupils from 60 schools in Mangochi, Balaka and Salima districts. Some 48 specifically trained data collectors used English and Mathematics curriculum-based instruments to gather data on 582 pupils. Details of the findings are presented in Tables A2-A8 in Attachment XV. Pupil scores improved and project targets were achieved.

4.1.3 Establishment of teacher, PEA and community baseline

This intervention was preceded by a series of activities that ensured that appropriate instruments and skills were developed before the launch core elements of the teachers' professional skills improved IR. Following are the major activities in determining baseline data.

Reviewing and refining data collection instruments

In order to tailor the tools to capturing the most relevant information for the training of Standards 1-8 teachers, and be able to accurately measure MESA's impact in the end, the following tools were reviewed and refined:

- Lesson observation
- Head Teacher interview
- PEA interview
- Untrained teacher interview
- Qualified teacher interview
- Community interview

Training of data collectors

Seventy-seven data collectors that included PEAs, college teacher trainers and MESA staff went through a 2-day training session to equip them with skills that would help MESA collect valid and reliable data.

Baseline data collection on teachers, PEAs and community

The survey reached 459 individuals throughout the four impact districts, and the findings revealed the strong and weak areas in Standards 3 and 6 teaching processes. Tables A14 –A15 show details on the baseline data. Findings cover:

- degree of pupil participation in teaching/learning processes;
- lesson preparation;
- methods of assessment;
- gender considerations;
- integration of subjects/life skills;
- use of teaching/learning resources; and
- other general items (e.g., questioning techniques).

The findings helped shape the content of the teachers' in-service and pre-service sessions. One key finding showed that 36.9% of the teachers used participatory teaching methods in their teaching.

4.1.4 Institution of cluster mentorship system

MESA instituted school clusters and cluster mentor teachers to decentralize teacher training and supervision to a small group of schools. Each cluster has a cluster mentor teacher who is responsible for training and supervising activities within those schools. They work closely with PEAs within the education zones and Head Teachers in the schools. Assistant mentor teachers also support clusters where there are large numbers of teachers to ensure adequate supervision and training. The clusters were established based on the following criteria:

- Distance between the schools;
- Geographical location (i.e., geographical features that may limit access);
- Development of the schools; and
- Number of teachers in the schools.

Cluster mentor teachers were selected on the basis of their professional qualifications and commitment to teaching and learning and were approved by the zone PEA and District Education Manager (DEM) (see Table A16).

4.1.5 Baseline on Standard 3 and 6 pupil performance

The process here was similar to that of section 4.1.3, for establishing teachers, PEA and community baseline data I. MESA reviewed and refined the Standard 3 pupil performance data collection instruments to include aspects of gender quality, continuous assessment and life skills. It also drafted and pilot tested Standard 6 pupil performance data collection tools for English and Mathematics. It then moved on to train 180 data collectors before sending them to schools to collect Standards 3 and 6 pupils' performance baseline data in the following areas:

- Mathematics problems
- Reading words
- Reading an English passage
- Comprehension of the English passage
- English writing

Tables A19-A25 in the Attachment XV depicts baseline details. Of particular note, the percentage of Standard 3 pupils achieving full mastery is reading English at the onset of MESA was desperately low at 0.3% and achieving full mastery in numeracy was 0.45%. The percentage of Standard 6 pupils achieving mastery levels were 43.1% and 0.4% for English reading and numeracy, respectively at the start of MESA.

These results indicate the depth of the learning challenges children are facing in both the lower and upper primary classes. MESA disseminated these results to the Core Group, district-level resource persons and to all Standards 1-8 teachers for them to understand and appreciate where children need more support, where teaching in mathematics and English is weak, and how to improve in these areas.

4.1.6 In-service training of Standards 1-8 teachers

MESA conducted three cycles of workshops to improve the knowledge and skills of Standards 1-8 teachers in Mzimba South, Kasungu, Machinga and Phalombe impact districts. Each cycle of training commenced with the training of the MESA core group of trainers. Immediately after this first level of training, district-level Training of Trainers (TOT) workshops began, followed by the cluster-level training of the Standards 1-8 class teachers.

Cycle I workshops were conducted from early December 2003 through February 2004. According to the MESA annual work plan these workshops were scheduled for completion by mid January 2004. However, the national voter registration delayed the workshops because the registration activity involved class teachers, Head Teachers and PEAs. Hence, the effects of this delay spilled over into the other two cycles of teacher professional development workshops in that the remaining cycles began late. Cycle 2 workshops took place from mid April through the first week of July 2004 and cycle three began on July 20, 2004. Despite these challenges, MESA was able to complete two cycles of training and two-thirds of the cycle 3 workshops in year 1.

Core group of trainers

MESA instituted a national level group of trainers, known as the MESA core group of trainers. The 32-member group, mostly comprised of professionals from teacher training colleges, Education Division offices, the Malawi Institute of Education (MIE) and a Head Teacher from a secondary school. In cycle 3, the group evolved to include selected PEAs that have displayed strong capacity in certain content areas, such as Life Skills education.

In year 1, MESA has successfully introduced nearly every topic that was identified in the project proposal, in addition to content that emerged from the baseline survey and teacher supervision findings. During cycle 1 MESA staff introduced the following topics, which focused on the needs of teachers in Standards 1-8:

- Debriefing on baseline data findings on PEA, teacher and community performance
- The lesson (i.e., planning, delivery and evaluation)
- Teaching techniques
- Continuous assessment
- Teacher-community outreach
- Achieving permanent numeracy: multiplication, division, measurement, word problems
- Achieving permanent literacy in English
 - Reading with fluency, good intonation, speed and accuracy
 - Reading with comprehension
 - Constructing high and low order questions

- Pupils practicing how to answer low and high order questions
- Production of materials (i.e., Teaching and learning using locally available resource - TALULAR)
- Care and use of textbooks
- Psychology in learning
 - How children learn
 - Learner characteristics
 - Learner differences
 - Why teachers need to understand children's behavior
- Gender issues in education
- Integrated curriculum
- HIV/AIDS in schools
 - Knowledge on HIV/AIDS to support teachers in teaching this topic
 - Integrating HIV/AIDS into a lesson
- Cluster mentor teacher
 - Criteria for selection of mentor teacher
 - Role of the mentor teacher in relation to other key education stakeholders (e.g., PEA, Head Teacher)
 - Responsibilities/duties
 - Facilitation skills and supervision skills

In cycle 2, MESA continued to expound on some of the topics that were touched on in the first cycle, but with emphasis on teaching in Standards 1-4 classes. The topics included:

- Debriefing on the baseline data findings on pupil performance
- Achieving permanent literacy in English with emphasis on reading and comprehension at word, sentence, paragraph and passage levels in Standards 1-4
- Achieving permanent numeracy with a focus on the mastery of addition, subtraction, multiplication and division in Standards 1-4
- Life skills to mitigate the impact of HIV/AIDS in schools with a focus on improving decision-making and problem-solving, building self-esteem, increasing self-awareness and assertiveness, and how to resist peer pressure and communicate effectively
- Continuous assessment: how to develop assessment tasks and items in English and mathematics
- Psychology in learning: how to use ability and mixed ability groups to improve children's learning and identify and help children with special needs
- Integration of HIV/AIDS into a lesson (e.g. English and Mathematics)
- Improving pupil retention, reducing pupil drop out and repetition
- Facilitation skills for Core Group and district level resource persons

Finally, in cycle III MESA continued to delve deeper into some of the topics that were challenging teachers, such as continuous assessment and the teaching of mathematics and English. However, the focus was on Standards 5-8 classes. The topics included were as follows:

- Significance of data in education
- Achieving permanent literacy in English: Reading for understanding and writing (focusing on creative methods of teaching reading and composition writing)
- Continuous assessment: task and item writing, remediation and enrichment and how to assess pupils
- Life Skills: coping with emotions and coping with stress, interpersonal relationships, empathy and assertiveness, critical thinking and creative thinking

- Achieving permanent numeracy: focusing on certain concepts that children find difficult, and the language of Mathematics (i.e., English as the medium of instruction in Mathematics)
- Teacher Supervision
- Teacher Code of Conduct
- School Management

Training of Trainers (TOT) of district level resource persons

After training the core group of trainers, MESA allocated these members across the 4 impact districts to train the resource persons at district level. At district level the TOT workshops took place from 4-5 days each cycle. Each cycle, these district-based teams equipped PEAs, cluster mentor teachers and Trainer Heads (see Tables A26-28) with the knowledge and skills discussed during the core group workshop to train the Standards 1-8 teachers at cluster level. Hence, this allowed for uniformity across the 4 impact district.

Cluster-level training of Standards 1-8 teachers

The district team conducted the courses for Standards 1-8 teachers at cluster level in each of the 4 impact districts. In year one, the district teams completed the first two cycles and are expecting to finalize cycle three in early August. The teams have refined their facilitation skills and improved their knowledge in certain subject areas, such as mathematics, English and life skills. In addition, the group has improved its knowledge and skills in continuous assessment and in the integration of HIV/AIDS information into lessons. By the end of year one, an approximate 65% of the cluster mentor teachers, trainer Head Teachers and PEAs were showing more confidence in facilitating the cluster-level courses. Nevertheless, the district level resource persons will require more training on how to effectively manage the sessions and use creative facilitation methods to involve the learners in demonstration and practice. Another area that will continue to challenge MESA is the availability of the PEAs during training. In the first two cycles, facilitation by the PEAs was minimal in many zones due to other responsibilities. However, this did not create much hindrance on the cluster level training. The cluster mentor teachers and trainer Head Teachers took ownership of the workshops through the planning and delivery stages, which was a noteworthy accomplishment. Hence, the workshops were successfully conducted with technical support and guidance from MESA district education teams, which trained up to 6,397 Standards 1-8 teachers (see Table A29-A31). Furthermore, the number of teachers has fluctuated over the year due to teachers that have been away attending the MIITEP course at the time of the cluster-level workshops.

4.1.7 Training of untrained teachers

The MESA teacher professional development component designed a special course to target the needs of untrained teachers. These include teachers that have been through the Malawi Integrated In-service Teacher Education Program (MIITEP) and teachers that have never received any training other than the two-week orientation course by MoE. Towards the end of cycle one, the course was preceded by a one-day Training of Trainers (TOT) session conducted by MESA district staff to equip the PEAs, trainer Head Teachers and cluster mentor teachers with better facilitation skills and brief them on the training content. Based on the baseline survey and supervision findings, the education team developed the following content for training these teachers:

- The lesson (planning, delivery, and evaluation)
- Teaching techniques (use of illustration, variation and chalkboard)
- How to formulate continuous assessment tasks related to specific objectives in English and mathematics
- Psychology (how children grow and develop, how children learn, learner differences, using mixed and ability groups to improve learning)

- Role of the teacher in knowledge acquisition (e.g., planning, facilitation, management of pupils and their learning environment)
- Achieving permanent literacy and numeracy (how to use Pupil's book and Teacher's guide to plan an effective English and mathematics lesson)

Many of the district-level resource persons displayed great interest and dedication in training the untrained teachers. The PEAs, trainer heads and cluster mentor teachers wholeheartedly accepted the challenge and were able to effectively equip 1,864 (see Table A32) untrained and volunteer teachers with essential pedagogical skills.

4.1.8 Teacher Supervision

MESA trained cluster mentor teachers, PEAs and Trainer Head Teachers to supervise teaching in Standards 1-8 classes. Hence, MESA Education Facilitators are supported by their district education partners to supervise Standards 1-8 teachers to assess the impact of the pre- and in-service courses. By equipping district partners with more supervision skills a system of greater support and sustainability at zone, cluster and school levels has been created. During this year, MESA designed a supervision form to track progress on specific MESA indicators for IR 9.1: Teacher's professional skills improved. MESA staff and district partners supervised more than 3,816 teachers this year. Based on lesson observations, approximately 62% of these teachers are using creative and participatory methods of teaching to enhance pupils' learning achievements. This figure suggests that many teachers are gradually experiencing a transformation in their teaching. Additional evidence includes the presence of continuous assessment progress charts in their classrooms, development of tasks and items for continuous assessment, production of teaching and learning materials from local resources, more involvement of pupils during the lesson and in the overall improvement in lesson planning, delivery and evaluation. Nevertheless, teachers still need to improve in using more creative teaching and learning materials at the appropriate time and stage during the lesson, effectively and appropriately using group work activities, using appropriate techniques for assessing pupils, using the Teacher's Guides and Pupil's Books effectively and managing their classes. Overall teachers need more support from Education Facilitators, PEAs and cluster mentor teachers to understand and value the new methods they have learned during training (see Table A15). In the next year, MESA will continue to demonstrate to the resource persons and teachers that creative and participatory education can transform their teaching and children's learning.

4.1.9 Reading Campaign

In May 2004 MESA introduced a reading campaign to improve children's reading in response to the baseline survey findings, which indicated that 97.5% of boys and 98.6% of girls in Standard 3 were in the non-mastery level for reading (i.e., scores between 0-30%). Although 40% of the Standard 6 pupils were able to read a passage from their class textbook with full-mastery (i.e., scores between 80-100%), over 80% of them could not comprehend what they had read (see Tables 19-25). This scenario demanded an immediate intervention to improve pupil assessment scores by enhancing children's reading abilities. Therefore, the reading campaign that stemmed from QUEST's experiences in Balaka and Blantyre Rural districts was the recommended approach to best address this critical situation.

The reading campaign commenced toward the end of cycle II training of Standards 1-8 teachers in all districts. Training was blended with the community mobilization component to involve teachers and community level stakeholders that support the school to help children read. In early June, MESA members of staff conducted one-day zone level workshops together in all MESA districts to

incorporate content on the reading campaign into the training for Standards 1-8 teachers. At total of 740 district-level resource persons were trained at zone level (see Table A42).

The content included the following:

- Goal and objectives of the reading campaign;
- Problems associated with reading in the lower primary school including those revealed by the baseline data collection findings;
- Guidelines for procurement and production of reading materials;
- Production of sample reading materials using resources from the local environment;
- Care and use of reading materials;
- Using a reading calendar to promote daily reading;
- The role of various stakeholders in the reading campaign at school-based level; and
- Reinforcing the reading campaign through displays and open days.

Once the zone TOT was completed in all the districts, cycle 2 cluster level workshops continued through the first week of July with the addition of reading campaign content. At this point, the SMC and PTA chairpersons joined the Standards 1-8 teachers in their workshops under the teacher professional development component of MESA (see Table A43). In some clusters group village heads also attended the workshops.

By integrating the chairpersons of both the school committee and PTAs into the training of the teachers, together they were able to roll out the training to their schools as a non-funded activity. Furthermore, the training of the cluster mentor teachers and cluster mentor community leaders at zone level reinforced the reading campaign in all schools district-wide.

An example from Kasungu shows how schools are mobilizing themselves to support the reading campaign. In Sankhula zone, Gule Wamkulu (an influential cultural initiation sector) was used to mobilize participants to attend materials production sessions for the reading campaign. This was after members were sensitized and saw the need to assist in community mobilization.

In conclusion the MESA teacher professional development component completed a successful year. For illustration, one case study showing project impact for each district is included in Attachments I-IV. Major activities included baseline surveys to establish the position of the schools in the impact districts and pre-and in-service training activities to improve teachers' content knowledge and instructional practices. Similar activities are planned for the next year, with more emphasis on teacher supervision to provide more technical guidance to the teachers and assess the impact of MESA interventions.

This year, MESA partners also realized that blending the best practices of each partnering organization is a challenge, but the integration is proving to be greater than the sum of its parts. The partners have taken on the challenge as a learning process which will continue leading towards more effective and efficient blending of project activities for maximum results in the next year.

4.2 IR 9.1: Indirect Teachers' Professional Development Interventions

4.2.1 The Social Studies Initiative

The new Social Studies curriculum is expected to be introduced in Standards 5 and 6 in all primary schools in Malawi beginning January, 2005. Prior to that period, three major activities are expected to be carried out by MESA:

- Development of teaching/learning resources;

- Training of trainers; and
- Training of classroom teachers.

Over the year MESA critically reviewed the new Standards 5 to 8 syllabuses. Existing gaps were filled, for example, the old teaching syllabus did not include “Suggested Teaching – Learning Resources” which are important in any teaching syllabus. The format for the scope and sequence chart has also been re-done to conform to the MOEST/MIE standards. Additionally, a topic on “Abuse of Women and Children’s Rights” has also been included and major themes improved (e.g., “Resource Management,” “Social Environment,” which was previously “Social, cultural and ethical environment”).

MESA then drafted a Teachers’ Training Manual, which focuses on concepts and principles of Social Studies contemporary issues and participatory methods. The document has since been edited, typeset and printed into 11,000 copies ready for use. Standards 5 and 6 pupils’ and teachers’ supplementary materials were developed. 16,000 copies of the pupil’s supplementary book for Standards 5 drafted, edited, typeset and printed. Those of the Standard 6 pupils and teachers went through all the process except printing, which is underway as this report is being made.

The greatest challenge over this initiative was the delay in getting the syllabus approved by the Ministry of Education. The approval has since been received, and printing of the document is in progress as this report is being made. Year 2 looks very bright. Once the printing of the supplementary readers is completed, training of trainers and orientation of teachers will commence and be completed in mid-December 2004. The new Standards 5 and 6 Social Studies curriculum will be introduced in schools in January 2005 as originally planned.

4.2.2 Teaching and Learning Resources

During the year under review, the following activities were done:

- Reviewed and edited *Effective use and care of textbooks*. This involved critically examining the content of the text, its lay-out, the activities for learners to do, consistency of presentation, and clarity of facts.
- Typeset *Effective use and care of textbooks*. This work, as is the case with all the textbooks that were produced, involved organizing the content on each page in terms of the typeface, its size and the structuring of the headings, the balancing of text and white space and margin sizes.
- Edited and typeset the new Standard 5-8 social studies syllabuses in preparation for printing.
- Reviewed the *TALULAR user’s guide*. The original draft of about 250 pages was reduced in length to around 50 pages to make the guide more focused on critical issues of teaching and learning using locally available resources.
- Edited and typeset *Talular user’s guide and Resources centre guide*.
- Drew over 60 illustrations for *Talular user’s guide* and *Resource centre guide*.
- Drafted, evaluated, edited and typeset *Participatory teaching and learning: a guide to methods and techniques*
- Printed, bound and trimmed:
 - 2,700 copies of *Talular user’s guide*;
 - 2,000 copies of *Resource centre guide*;
 - 2,7000 copies of *Continuous assessment a practical guide for teachers*;
 - 2,7000 copies of *Participatory teaching and learning: a guide to methods and techniques*;
 - 30 copies of *Continuous assessment: a training manual for educators in Malawi*; and
 - 3,000 copies of *Effective use and care of textbooks*.

Generally, the quality of the materials that were produced were reasonably high. Each copy of the materials carries a USAID, MESA, and MIE logo, which represents the government publishing house for education materials. MESA partners used these resources during their core training of trainers and district level training to ensure familiarity when these resources are distributed in the school.

4.2.3 Construction at Domasi College of Education (DCE)

This construction initiative of 4 classrooms and 12 lecture's offices at DCE is one of two indirect interventions under IR9.1: Teachers' professional skills improved. The initial technical activities such as the solicitation of engineering consultancies went very well over the first six months of the initiative. But difficulties and delays arose as the Ministry of Education sought to change the construction focus from classroom and office blocks to student hostels. The last two months saw these differences sorted out. A consortium of engineering consultants, Norman and Dawbarn (Malawi) Ltd, was approved and a refined and detailed plan of action with a draft memorandum of agreement submitted by the consultants. The ground work is ready for actual structure designs and construction in year 2.

4.2.4 Refurbishment of an ICT hub at Mzuzu University

The refurbishment of the ICT hub is the second indirect activity of the IR 9.1. All the specified equipment, furniture and materials were delivered, fitted, and is in use by both students and lecturers. A cost savings was realized when purchasing the required equipment and hence still unspent. Therefore, consultations will take place over the first quarter of the second year on how to best use them for the hub. Some suggestions include additional computers, a server, or network hub. Once decided, the equipment will be procured and installed.

4.3 IR 9.2 and IR 9.4 Effective Schools, and HIV/AIDS Mitigated in Education Sector: Community Involvement

MESA's community involvement component bridges and integrates IR 9.2 and IR 9.4 in order to:

- raise awareness on the importance of having a quality and efficient basic education through having effective school management committees, IR9.2; and
- empower school communities, SMCs, PTAs, Community leaders, and special cultural groups to determine and take appropriate action to mitigate the impact of HIV/AIDS within their school communities, IR9.4.

Over the past twelve months the following activities were undertaken to achieve the targets set for year 1.

4.3.1 Briefing of district level partners

As covered in section 4.1.1 of this report.

4.3.2 Determination of school management committees' (SMC) performance baseline

At the launch of MESA the baseline percentage of SMCs that implemented HIV/AIDS mitigation strategies and initiatives was only 11.1% and no SMCs participated developing or implementing education and development plans. To determine baseline levels, the following activities took place.

- Reviewing and refining previous community involvement data collection tools as described in section 4.1.3;
- Training of 27 data collectors who were predominantly PEAs and CDAs; and

- Collecting and analyzing data from a 15% sample of schools across the four impact districts.

Data details are shown in Table A45-A46 in Attachment XV. What is very clear from the findings is that a great deal of effort is required if MESA is to achieve significant gains.

4.3.3 Theatre for Development (TFD) interventions

Twenty TFD troupe members (10 female and 10 male), in conjunction with the Department of Performing Arts at Chancellor College, were selected and underwent a 10-day long training program to equip them with participatory research and sensitization techniques for work in the 20 sites selected during the district level briefing sessions (section 4.1.1). The course content was as follows:

- The current status of HIV/AIDS in Malawi in general and its impact on the education sector in particular;
- The role of communities (SMCs and PTAs) in combating the epidemic with particular reference to raising the quality of pupils' lives and the efficiency/effectiveness of schools;
- Story line creation;
- Public participatory acting for sensitization and mobilization; and
- Profile preparation.

The exercise also included practical sessions, such as role plays. The outcome was a well informed, equipped and motivated group of young men and women eager to enter the communities to influence positive change.

The performances were aimed at verifying the research findings with the relevant target audiences, as well as sensitizing and mobilizing them. MESA performed 12 such dramas (3 in each district). Specifically the TFD intervention served to:

- Uncover high risk HIV/AIDS behaviors, practices and beliefs (often embedded in highly sensitive cultural norms and traditions) with direct reference to raising educational quality;
- Verify the findings with the communities concerned;
- Sensitize them to the consequences of such practices; and
- Mobilize them to begin searching for remedies for their children's better future.

The roles of SMCs and PTAs featured during mobilization and helped them embrace school planning and management issues to give a meaningful context to the desired outcomes. Table A50 depicts the TFD performance outreach in the four impact districts.

About six months have lapsed since the last research and verification drama were performed, and the communities are well charged and motivated as evidenced by the rising numbers of reported community-based initiatives that arose out of the performances (see Attachments V-XI, XIV). MESA's challenge is keeping the communities' enthusiasm going and building on the TFD's achievements for initiatives of a higher level and quality.

4.3.4 Field worker training

Training of trainers

Before MESA conducted the field worker trainings, it organized a two-day training of trainers' workshop for 8 CRECCOM officers. The goal was to:

- Orient the trainers on the MESA project (as distinct for other projects);
- Sensitize trainers on the new areas to address in the project (e.g., issues of HIV/AIDS);

- Share facilitation skills and strategies as well as draw their attention to areas of emphasis during training for effective community mobilization; and
- Prepare training materials together for TOT and field worker workshops.

The workshop succeeded in building a consensus among the staff on strategies to follow in the implementation of MESA.

District field worker training

There were four training sessions, one per district to equip 121 field workers during a week-long workshops. The objectives of the intervention were to:

- Sensitize the field workers on issues of HIV/AIDS and to mobilize them to change their own attitudes and behavior, objective was to try to make them living examples of the ideologies they will be preaching;
- Train them of strategies of sensitizing, motivating and mobilizing communities to mitigate the impact of HIV/AIDS;
- Share with them the mechanisms put in place for effective implementation of the project activities; and
- Share with them a deeper understanding and appreciation of the roles and functions of the SMCs and PTAs and how these institutions can be made more effective.

In order to achieve the above-mentioned objectives, the following content was covered:

- goals and objectives of MESA;
- HIV/AIDS; facts and situation analysis;
- research findings; action research, baseline survey;
- strategies to sensitize and mobilize communities on mitigation of HIV/AIDS (e.g., focus group discussions, community based workshops, resource mobilization, mass communication);
- structure and functions of SMCs and PTAs;
- concepts of decentralization and cluster;
- adult learner and the winning facilitator;
- monitoring and evaluation; and
- planning and budgeting.

The training included role-playing, focus group discussion and practical sessions in a school community to develop self-confidence in the participants.

The workshops achieved their objectives. The field workers developed attainable plans of action consisting of no-funded and funded activities. Its success is shown though the 100% attendance of all field workers at the workshops, assuring project outreach to every corner of the district. Participation was active and top officials made positive and encouraging speeches at the closing ceremony of the workshops. The challenges of the impending national general elections scheduled for May 2004 were anticipated and its impact was minimized as much as possible. Tables A48 Attachment XIII show details of field worker non-funded and funded activities.

Cluster community mentor leader training

A total of 258 cluster mentor leaders and 88 support PEAs and CDAs went through a 3-day training session to:

- orient them on MESA so that they fully understand its goals and objectives;

- share some information on some social issues such as HIV/AIDS, reading campaign issues and the decentralization process; and
- train cluster leaders on skills in sensitizing, mobilizing communities and what initiatives to monitor and how to monitor them.

The mentor leaders were trained on:

- roles of cluster leaders and qualities of a good cluster leader;
- similarities and differences between SMCs and PTAs;
- HIV/AIDS; facts and situation analysis;
- decentralization;
- reading, baseline survey findings, the roles of different stakeholders in ensuring reading in learners;
- role model identification and utilization;
- monitoring and reporting; and
- action plans: how to draw them.

The participants participated actively during the trainings. They were able to express their fears, concerns and above all, contributed positively to the discussions. However, the participation of only 17 women out of 258 cluster mentor leaders remained a very big challenge. The number will be compensated by the large number of women in SMCs/PTAs thereby allowing the women to have some impact in their communities. At the conclusion of the workshops, a four months plan of action was developed. Table A47 provides an overview of non-funded activities implemented by mentor leaders since training.

Training of community special groups: Initiation counselors

Initiation ceremonies are a kind of informal education. They often have influential and most trusted instructors. Its teachings are influential and strictly observed. The instructors are known as ‘Nakangas,’ ‘Zombwes,’ and ‘Phungus’ and their leaders are called ‘Ngalibas’ and ‘Namkungwis’.

Lessons are very practical and put into practice immediately after graduating. The element of age corresponding with initiation content is sometimes not observed. Initiation content is largely on sexual education. Hygiene is not a priority and often there is no regard for controlling the spread of contagious and communicable diseases including HIV/AIDS.

The communities selected 182 ‘*Angalibas*’ and ‘*Anamkungwi*’ to be trained by MESA from each zone in Phalombe and Machinga, where initiations are commonest to be. Each category of counselors attended a 3-day long residential training (see Table A44).

Training content for the initiation counselors included:

- goals and objectives of MESA;
- review of the initiation training curriculum in line with improving educational quality and HIV/AIDS mitigation;
- decentralization with focus on lobbying and resourcefulness;
- monitoring and reporting; and
- review and re-planning.

Critical issues were analyzed and conclusions drawn. Some of the issues that surfaced as having a negative impact included the following.

- Prolonged initiations continued after school holidays are over.

- Bad, sexual, seductive and abusive songs used and language taught during initiation.
- Bad advice given to initiates on sexual exploration after initiation to prove their man or womanhood.
- Unsafe practices of circumcision undertaken that can lead to infections and delayed graduation from camps.
- Poor relationships existed between the initiation counselors, chiefs, parents, school committee and teachers.
- Insufficient follow-up with initiates persisted after graduating to see if they go back to school and are working hard.

During the training, all critical issues were analyzed and the following were the achievements and outcomes:

- Zonal and district committees were formed to oversee the implementation of the activities planned during the training.
- The district committees contributed money to facilitate the movement of its members during their follow-ups and monitoring.
- Seductive, sexual oriented songs were revised to carry messages on education and HIV/AIDS.
- The age at which the children are initiated would be monitored and the relevance of the teachings will suit the age of initiates generally.
- School calendar was to be observed
- Promotion of sound healthy circumcision methods as opposed to some risky traditional ones. The committees lobbied for medicines from different organizations to speed up the recovery of the initiates in order to reduce the amount of time spent in camp so that they got back to school in good time.
- The initiation counselors are in the process of forming an association that they would like to register, currently they are developing a constitution to guide their operations and to achieve a legislative status that would give them more authority.
- The initiation counselors developed plans of action on how they could conduct sensitization meetings, monitor and follow-up graduate initiates in their homes and schools.

Some of the major challenges being experienced by initiation counselors were lack of transportation to monitor the initiation ceremonies that were at a distance from the zonal committee's home. And lack of training of initiation counselors in safer initiation practices.

4.3.5 Community-based field worker and cluster mentor leader facilitated activities

Non-funded activities

The field workers used their own resources during the initial stages of community sensitization and mobilization. This demonstrated their commitment to the project. Typical examples of such activities included:

- Sensitization meetings;
- Focus group discussions;
- Formation of cluster/zonal committees; and
- Re-election of SMCs and PTA.

Tables A48 and Attachment XIII depicts the range and extent of the activities the field workers carried out. Despite the tight schedules of the general elections, a 60% level of coverage of the

planned work was attained. Developing and encouraging community mentor leaders to carry out sensitization work helped to fill in the gap caused by the PEAs engagement in the general elections.

Field worker facilitated funded activities

These are intensive sensitization, motivation, and mobilization activities for key target groups and are usually in the form of community based workshops for SMCs, PTAs, community leaders, and teachers. By the end of year one 526 out of the planned 820 workshops were done, representing 64%. 204 of the 526 were community leader workshops while 187 were for school management committees and 135 were for teachers. Over 23,201 teachers (20%), school committee members (32%) and community leaders (48%) were intensely equipped to carry out MESA activities in their school communities (see Attachment XIII). Female participation was deliberately encouraged, hence the achievement of 27% female participation. Activities are currently underway to cover the work that was delayed by the general elections.

Cluster mentor leader facilitated activities

After only three months since the cluster mentor leaders were trained, 1289 sensitization activities reaching out to approximately 14,172 people were reported to have been carried out by the mentor leaders (see Table A47). Those that were monitored showed a great deal of promise. Both the facilitators and the participants were so enthusiastic and involved that MESA wondered whether it might not raise a second level of mentors that could be called “assistant cluster mentor leaders” to keep pace with rising demand for support services by the communities. The position will be closely monitored in year 2.

Initiation counselor facilitated activities

The training of the initiation counselors has just been completed so reports of its effects are not yet reported. However, Ndaji village in Machinga demonstrated the extent the village has gone to making initiation ceremonies an agent for positive change to achieve a quality education and help mitigate the negative impact of HIV/AIDS by incorporating pro education and HIV/AIDS teachings in the instructions to initiates.

Supervision

Supervision of community-based activities identified strengths and weaknesses and reported on progress and impact. It was conducted at different levels as follows.

- At grassroots level, school management committees, community leaders and teachers monitored their own plans of action and reported accordingly.
- At zonal level, field extension workers supervised planned community activities for the key target groups and cluster leaders.
- At the district level, departmental heads in the line ministries supervised the field extension workers in all the zones in the district using the field workers’, cluster leaders’ as well as community leaders’ plans of action.
- Ministry headquarters officials, Regional and Division officials also formed part of the supervision team. These supervised the district teams as well as the field workers. This ensured ownership.
- External monitors were very useful and an essential part of the monitoring structure. These included field extension workers from other districts who are outstanding in their performance and are trained to monitor field workers’ and district team members’ performance as well as assess project impact in the districts.
- Project staff monitored all project activities from the grassroots to ministry headquarters level. Using monitoring and community reports, they verified progress and were in a position to assess impact and act accordingly.

By the end of year one, 62% of the planned activities by different target groups were monitored as follows; 40% cluster activities and 83% field worker facilitated activities. This was done by 5 RCDO representatives, 3 Education Division representatives, 50 district heads, 26 external monitors and all project staff. The success stories in the community involvement component are a result of this monitoring mechanism.

In summary, the implementation of the community involvement activities is generally proceeding well. Illustrative case studies are in Attachments V-XI. Field worker facilitated activities, which were delayed by the general elections events, are being addressed. Some school communities have in fact progressed ahead of what was planned for and expected of them. Thus year 2 is being approached with confidence and optimism.

4.4 General Support Activities

4.4.1 Mass communication interventions

Mass communication interventions keep the public informed on project activities and solicit feedback; encourage those involved in the projects initiatives; and promote ripple effect for project sustainability and expansion. These aims are achieved through information education and communication products including print and electronic media. Following are the activities conducted during year one.

Chimvano Cha Mavu radio program

Since its launch on October 24, 2003, *Chimvano Cha Mavu* radio program on MBC Radio One, has been broadcast 41 times. The program changed time and day of broadcasting on July 1, 2004 from 7.45 - 8.00 pm on Fridays to 6.45 - 7.00 pm on Wednesday, a more accessible time for most rural people in the country. The jingle that opens and closes the program is one of the 8 songs sung by Mtangatanga Primary School band, which were burned on a CD by the project.

The program publicized MESA activities on Teacher Professional Development, Community Mobilization, Learning Resources, and the Smart Classroom at Mzuzu University plus features project stakeholders at the grassroots (see Attachment XII).

The producers of the program, Everson Maseya, Milton Thole and Loveness Chimtsanya, have been receiving more than 100 letters a week from across the country, commenting on the program.

Participation in international video conferences

MESA participated in two international videoconferences in the year, which were organized by the Home Office. The first one discussed *Continuous Assessment* while the second had *Cluster Based Schools* as its topic for discussion. The videoconferences provided a unique opportunity for EQUIP1 partner projects to share information and experiences on the topics.

Project branding

To establish a project identity, a logo was developed and used for all MESA publications and letters; over 1,500 copies of a project fact sheet were produced and distributed countrywide; 500 copies of a project poster highlighting the main components of the project were printed; signpost signaling the location of the MESA Field office was made and erected.

Project newsletter – MESA Forum

8000 copies, 4000 English and 4000 Chichewa versions, of first issue of the MESA bi-annual newsletter, *MESA Forum*, were printed and distributed to all primary schools in the project

impact districts and various stakeholders including USAID and government ministries. The second issue of the newsletter has been written, designed, laid out and is awaiting printing.

Resource centre

A furnished resource centre was established at the MESA field office and includes stocks of relevant publications on education, HIV/AIDS, gender issues, and Malawi country and government information.

Sensitization of the media on the project

Five media institutions were sensitized on MESA to make them aware of the project and how it operates. The institutions were Malawi Broadcasting Corporation, Television Malawi, *Daily Times*, *The Nation* and *Weekly News*.

Media coverage

Print and electronic media covered project activities. 24 articles were featured by local newspapers like *Daily Times*, *Malawi News*, *The Nation*, *Saturday Post* and *Weekly News*. Some of the titles for the articles were: “Parents Fined for not Sending Kids to School”, “Chikwewo Catholics Join HIV/AIDS Fight”, and “Chief Mbelwa Launches MESA”.

41 more articles were featured by Television Malawi, Malawi Broadcasting Corporation Radios One & Two, Capital Radio 102.5 and Radio Islam.

EQUIP 1 MESA web site

The project website www.equip123.net/equip1/mesa/default.htm was designed and launched by the home office and was updated periodically by both the field and home offices.

Achievements

The impact of mass communication interventions cannot be measured completely as much of its outreach is achieved indirectly. The few examples singled out in this report are based on cases known to MESA, but there are unknown numbers of unreported achievements across the country. Following are a few examples of the achievements.

Radio program on girls

Hillary Mbowe of Malawi Broadcasting Corporation sought more information from the field office on a program, which had featured a 14-year-old girl who had divorced and returned to school after being mobilized by the project. He wanted the information so that the public radio station could consider establishing a radio program on girls’ education.

Impact of newspaper articles

The newspaper articles also facilitated the birth of multiple effects of the impact of project initiatives. For instance, an article, which the *Daily Times* carried “Parents fined for not sending kids to school,” filtered down to other schools apart from the featured Nambazo Primary School. The article outlined how Nambazo Primary School community had mobilized itself to curb pupils’ absenteeism by introducing an agreed fine to the pupils’ parents. A few weeks after, the initiative was replicated by Chikamveka Primary School community in the municipality of Zomba, a non-impact district of the project.

Media coverage of MESA activities

Publicity of project activities and achievements influenced Television Malawi to award free 30-minute airtime to one of MESA’s implementing partners, CRECCOM, to coordinate an education television program by providing information to it.

Finally MESA's mass communication interventions made project activities known to the nation in the year. MESA has established prominence and is becoming a household name. It is hoped that the project will maintain making news headlines in the second year.

4.4.2 Monitoring and Evaluation (M&E)

MESA monitoring and evaluation system will measure the project's impact in three intermediate results to inform policy at the community, school, district and national levels to improve the quality and efficiency of basic education. To achieve MESA's goals, the monitoring and evaluation section started by developing an annual work plan followed by the development of a monitoring and evaluation plan that set the indicators and targets.

Establishing baseline and targets

After completing the preliminary activities, baseline data collection started. Data on community mobilization was the first to be collected and thereafter teacher, head teacher and PEA performance data. MESA also collected data on pupil tracking using attendance registers. (see Tables A9-A25 and A33-41). The data was analysed and the findings disseminated. The findings assisted in developing content for the teachers' professional development training programs.

USAID Standard 3 pupil gain score

MESA also undertook the task of following up the final Mangochi, Balaka and Salima Standard 3 pupils' performance gain score. This data was previously handled by the Improving Educational Quality and The QUEST Projects. The baseline was conducted in February 2003 and the follow-up was in October 2003. The follow-up survey was undertaken to assess the pupils' learning gains for the year (see Tables A2-A8).

MESA data collection

A total of 126 schools were selected in the MESA Districts. This represents 15% of the total number of schools in each target district. The schools were selected using a stratified random sampling taking into account the enrollment, geographical location of the school making sure that every zone in the district was represented. In order to enhance the reliability of the data, all data collectors went through a 2-4 days training before collecting data.

Standard 3 and 6 baseline

A total of 2,997 pupils were assessed in February 2004 using curriculum based assessment items in English and Mathematics. Using attendance registers sixteen pupils (8 boys and 8 girls) were randomly selected from Standard 3 classes of each of the selected schools and a similar number was selected from Standard 6 (see Table A19).

After pupil level data analysis, it was discovered that pupils had problems in reading English, and in Mathematics for both classes. Using these findings MESA developed a reading campaign to improve the situation (see Tables A20-25).

To monitor enrollment, promotion, repetition and dropout in the target districts, a headcount of Standard 1-7 pupils in the selected 126 primary schools was done in October 2003. Attendance registers were provided to the schools to track the pupils. In March 2004, follow-up registers were sent back to the schools for verification. Enrollment statistics were collected from all the 820 schools in the four target districts (see Tables A33-A41).

Community mobilization baseline

The purpose of the baseline data was to establish the percentage of the SMCs that were able to mobilize communities. The same sample of 126 schools was used. School management committees

from these schools were used to assess how the SMCs were involved in HIV/AIDS mitigation initiatives. PEAs, CDAs carried out the data collection using a structured questionnaire that was sent to the schools (see Tables A45-46) .

In order to determine community involvement in development activities such as knowledge of district educational development plans another structured questionnaire on decentralization was sent to the same schools. In both interviews, participatory action research techniques to gather such type of information were used.

Dissemination of the findings

M&E made substantial progress in measuring the performance and managing for results. The baseline findings reveal a number of areas that pose a very big challenge to MESA. These findings have been presented to a variety of stakeholders especially those at the grassroots level who have accepted them and some are working out remedial measures to improve the shortcomings. Attachment XV shows tables of key findings plus survey and training results.

4.4.3 Coordination and reporting

To achieve maximum cohesion of the various components of MESA, the following coordination and reporting strategies were used over the past twelve months:

Establishing a secure and conducive working environment

Both professional and support staff were provided with secure and conducive office space in which to operate from. A conference room was created to enhance meetings of all kinds; and an open door policy ensured effective interaction and collaboration among staff at all levels.

Launching the project

Both home and field office staff made a series of introduction meetings with key stakeholders including government, donor and private sector officials to set the scene in the impact districts. National general election activities underway then did not allow the project to kick-off with a “bang” as it had been intended. A project advisory committee was instituted for guidance and advice.

Coordinating project interventions

The highly multi-faceted MESA required some careful and well defined coordination mechanisms. Maximum staff involvement that ensured staff ownership of key resolutions was adopted. Various technical committees, such as the Project Implementation Committee (PIC) were put in place. PIC, for instance monitors MESA’s implementation process and reports to the entire team of implementing partners through the Chief of Party (COP). MESA’s reading campaign initiative, for instance, or its school strategies to reduce pupil drop out rates, emanated from PIC.

Scheduled meetings ensured that the various committees did not leave things to chance. The Senior Management Committee chaired by the COP, for example, met monthly, sometimes more as need arose to keep on top of events and give direction to sectoral heads; while the critical review forum that includes all the professional staff from all the implementing partners met quarterly to take a critical look at their operations over the preceding three months to influence subsequent action. Coordination activities extended beyond the MESA team to other agencies like CARE International and JICA as well as government departments and donors. As a result, good partnership spirit with CARE prevails in Mzimba South, and with JICA in Machinga. Various government and donor representatives visited activity sites in the four impact districts to form an independent opinion on project progress. Their comments and feedback were very complimentary and encouraging.

Reporting project interventions

Apart from sharing information with the general public through mass communication media, MESA formally and regularly reported to USAID, the key government ministries and to members of the Project Advisory Committee through scheduled monthly briefing meetings, quarterly USAID Education Strategic Objective and monthly synergy meetings and through written quarterly performance reports. Four detailed such reports were submitted over the past twelve months.

In summary MESA's coordination and reporting strategies aim at keeping its team spirit high and dynamic all the time.

5.0 PERFORMANCE PROGRESS AGAINST PROJECT INDICATORS

The monitoring and evaluation process aims at measuring the project's impact under USAID Strategic Objective 9 *Quality and Efficiency of Basic Education Improved* in order to inform policy and practice at the community, school, district, and national levels and support project implementation for improving the quality and efficiency of basic education in Malawi. In conjunction with USAID, MESA developed nine indicators to monitor its performance (see Table 2). To track these indicators, a sample representing 15% of the total number of schools in each district was drawn, for a total of 126 primary schools. It was drawn using a stratified random sampling based on enrolment, geographical location (rural, urban or semi urban), and ensuring every zone was represented. Surveys were administered in October 2003 to collect baseline data on teachers, head teachers, and PEAs prior to project interventions. In February 2004, 2,997 Standard 3 and 6 pupils were assessed shortly after the school year started to get baseline achievement scores in English and maths. Using attendance registers, all pupils in the same 126 schools were followed to track pupil status (e.g., dropout rates, repetition rates). Following is a description of each indicator, the baseline data and any resulting implications.

1. Percentage of teachers using participatory teaching methods in target districts of Mzimba South, Kasungu, Machinga, and Phalombe

This indicator is determined by observing teachers while giving lessons in English and maths. Calculations are based on the percentage of teachers using active teacher-pupil interaction methods that involves teachers using creative teaching methods, continuous assessment, promoting equal gender participation, active learning methods, etc. Nearly 37% of the teachers, 42.4% of the female teacher compared to 35.6% of the male teachers used participatory methods prior to training. By the end of the project, MESA expects 80% of the teachers to use participatory teaching methods.

2. Percentage of pupils achieving full mastery in reading English at Standard 3 in four new target districts of Mzimba South, Kasungu, Machinga, and Phalombe

This indicator is calculated as the number of pupils in the four target districts achieving 80% and above of words read correctly from an English passage of their class textbook divided by those tested. The situation is quite dire with essentially no pupils reaching full mastery. In fact, 92% could not even read one English word. As a result, MESA is launching a reading campaign to promote literacy through parental involvement and community ownership. MESA is expecting at least 13.5% of the pupils will achieve full mastery in reading English by the end of 2006.

3. Percentage of pupils achieving full mastery in numeracy at Standard 3 in four target districts of Mzimba South, Kasungu, Machinga, and Phalombe

This indicator is calculated as the number of pupils in the four target districts achieving 80% and above on 50 mathematics items from their class textbook. Like reading English, less than 1% of the pupils are at the full mastery level in maths, however, approximately two-thirds of pupils are at the

partially mastery level. Training of teachers includes lessons on how to achieve permanent numeracy and MESA is projecting 12% of the pupils will achieve full mastery by project end.

4. Percentage of pupils repeating Standard 3 in target districts of Mzimba South, Kasungu, Machinga, and Phalombe

This indicator is determined by a pupil tracking exercise and finding out the percentage of pupils remaining in Standard 3 for more than one academic year. Baseline levels show 34.8% of the pupils are repeating at Standard 3, while 30.3% are repeating across all Standards. Drop out rate is higher in the lower Standards and there is no significant differences based on gender. MESA expects repetition rates to drop by 10% in 2005. Since the project ends in 2006, it will not be possible to track repetition for 2006.

5. Number of children enrolled in primary schools affected by USAID basic education programs in target districts of Mzimba South, Kasungu, Machinga, and Phalombe

Enrollment data is collected through school record forms, which track the number of children enrolled in primary schools in the target districts. MESA will monitor this throughout the life of the project, but cannot set targets as number of pupils enrolled in the target districts is influenced by a multiple of factors beyond the control of the project. MESA is working with MANEB to obtain enrollment data for Year One.

6. Percentage of school committees participating in the implementation of and/or consultations on education and development plans at zonal/district assembly levels in the four target districts of Mzimba South, Kasungu, Machinga, and Phalombe

This indicator is calculated through surveys that tell us the percentage of trained school committees comprised of community representatives that are involved in facilitating two-way communication between school and community, and mobilizing community to participate in school development projects, and take action in implementing the decisions. The baseline is lower than initially expected. While 48% have heard about decentralization and development plans, few understand, even fewer have seen the plans, and no SMCs actually participate in its development or implementation. To address this situation, MESA is working to translate development plans into the local vernaculars and then sensitizing SMCs on their role and assisting them in developing plans of action to participate. MESA believes 50% of the SMCs will be active in developing or implementing education and development plans by project end.

7. Percentage of school committees in the target districts that undertake one or more HIV/AIDS initiatives

This indicator is calculated through surveys that tell us the percentage of school committees that are involved in HIV/AIDS outreach activities such as sensitization on HIV/AIDS awareness, voluntary counseling and testing, prevention measures on HIV proliferation, cultural break through, social-economic strategies established, dialogue on the life skills curriculum, acceptable life skills curriculum taught in schools, students display some knowledge of sexuality and reproductive component of life skills curriculum and home based care. At baseline, 11.1% of the SMCs undertake HIV/AIDS initiatives. MESA expects 80% to be engaged in such initiatives by the end of the project.

8. Number of children completing primary school education in primary schools affected by USAID basic education programs in target districts

This indicator is calculated by finding out the number of children enrolled in Standard eight and sat for the Primary School Leaving Certificate (PSCLE) in target districts. Since the number of children

enrolling and sitting for the PSCLE includes a range of factors beyond the influence of MESA, targets are not set but data will be collected and reported after exams are administered.

9. Number of teachers oriented to the Social Studies materials

This indicator is calculated by finding out the number of teachers trained in civic education that involves democracy and human rights, HIV/AIDS, gender, drug and substance abuse, use and abuse of power, courts and their functions and the Malawi Constitution etc. Orientation is not scheduled to start until Year 2 of the MESA project, but is expected to reach all 16,000 upper primary teachers nationwide by the end of the project.

Table 2. MESA Performance Monitoring Plan

Indicator		Means of verification	Baseline				2004						2005						2006					
			Year				Target			Actual			Target			Actual			Target			Actual		
IR				Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9.1.2	Percentage of teachers using participatory teaching methods in target districts of Mzimba South, Kasungu, Machinga and Phalombe	Classroom observation	Oct-03	35.6	42.4	36.9	48.0	55.0	50.0				68.0	75.0	70.0				78.0	85.0	80.0			
9.2.3	Number of teachers oriented to the Social Studies materials	Training Reports	Oct-03			0			8,000						12,000						16,000			
9.0.2	Increased percentage of pupils achieving full mastery level in reading English at Standard 3	Pupil Assessment	Feb-04	0.4	0.2	0.3	7.0	5.0	6.0				9.0	7.0	8.0				12.0	10.0	11.0			
9.0.2	Increased percentage of pupils achieving full mastery level in numeracy at Standard 3	Pupil Assessment	Feb-04	0.5	0.4	0.5	6.0	4.0	5.0				9.0	7.0	8.0				12.0	10.0	11.0			
9.0.3	Repetition rate at Standard 3	Pupil Tracking	Oct-03	36.1	33.6	34.8	32.1	30.0	31.0				26.0	24.0	25.0									
9.2.4	Number of children completing primary school education in schools affected by USAID basic education programs in target districts	MANEB Results	Oct-03																					
9.0.4	Number of children enrolled in primary schools affected by USAID basic education programs in the target districts of Mzimba south, Kasungu, Machinga and Phalombe	Pupil Tracking	Oct-03	229,142	222,905	452,047																		

	Indicator	Means of verification	Baseline		2004		2005		2006	
			Year		Target	Actual	Target	Actual	Target	Actual
9.2.2	Percentage of school committees participating in the implementation of and/or consultations on education and development plans at zonal/district assembly levels in the four new target districts of Mzimba South, Kasungu, Machinga and Phalombe	SMC activities Interviews	Oct-04	0.0			20.0		50.0	
9.4.1	Percentage of school committees in the target districts that undertake one or more HIV/AIDS initiatives	SMC activities Interviews	Oct-04	11.1	35.0		60.0		80.0	

6.0 IMPLEMENTATION CHALLENGES AND PROPOSED SOLUTIONS FROM YEAR ONE

	Challenges	Status of proposed solutions
1	PEAs and CDAs overburdened with other government and stakeholder activities leading to reduction of monitoring and follow-up visits.	Mentor leaders and other PEAs that were promoted to headteachers' positions deployed to minimize the negative impact of the challenge.
2	Many PEAs face transportation difficulties, which result in very low level of school visits and teacher supervision. For example only 30% of schools were supervised over the preceding school term (before MESA).	PEAs and CDAs barely copied with the situation on their own. MESA is keenly monitoring the extent to which the field officers' enthusiasm and commitment is sustainable. Consultations with DEMs continue.
3	The number of Standards 5 to 8 teachers has increased from 1,600 since MIE made its estimates using 2001 data, to 5,600 teachers in 2004. This has cost implications in terms of training an extra 4,000 teachers in the Social Studies initiative	Effort will be made to find an alternative financial support to train the extra 4,000 teachers.
4	National activities leading to the parliamentary and presidential elections on May 18 created delays in the activity implementation process.	MESA made every attempt to reschedule its activities around these national events.
5	Slow or no response to community requests from other service providers to support community initiatives (e.g., requests for VCT centers from responsible authorities) frustrated communities.	MESA continued to make some effort to improve the situation by meeting with the responsible authorities.
6	Many of the schools in the impact districts are short staffed, especially in the most remote areas.	MESA continued to dialogue with DEMs to send teachers to the schools that are acutely understaffed and MESA also encouraged teachers to use of the overlapping timetable system.

7.0 LEASONS LEARNED

Communities appreciate HIV/AIDS mitigation messages more when the messages are contextualized.

MESA is increasingly learning that rural communities take interest and appreciate HIV/AIDS mitigation messages more when such messages are carefully negotiated in the context of a utility rather than when they are simply judgmental as is generally the trend for many organizations. In other words, people seem not to care much if they are told: "Don't do this or that else you will perish, your family will suffer etc".

MESA is learning that by approaching the subject of HIV/AIDS through the school and teachers, parents' recognize the impact HIV/AIDS has for their children's success. Following this up by talking about a happier future for the pupils seems very logical to many of them. As a result, the parents' interest and commitment is captivated. MESA will monitor this closely before reporting it conclusively.

Youth involvement in HIV/AIDS message dissemination is powerful and sustainable.

MESA did not initially plan to build a strong youth involvement network in its HIV/AIDS mitigation interventions. Emphasis was on the adult community members: teachers, parents, traditional leaders etc. While this is in order, the need to deliberately encourage systematic youth interventions wherever the opportunity arises must be recognized. The youth, led by their teachers, have shown great enthusiasm and zeal to develop their own school TFD troupes with the goal of sharing HIV/AIDS mitigation messages not only amongst their own peers but into the surrounding communities as well. The results have been very encouraging.

MESA will also encourage peer outreach workers (POWs) among both pupils and out-of-school youth to ensure that all angles of the school community are mobilized in the fight against HIV/AIDS proliferation relative to MESA's effort to raise effective schools.

Improving pupils' level of mastery in English reading and comprehension can only be achieved through very intensive training of teachers in the teaching of English.

The teachers are either ill-prepared (trained) or not trained at all to teach English. The structure of the English Teachers' Guides limits the amount of class reading time so much that even the best of teachers have very little opportunity to give their pupils practice reading lessons, especially when most class sizes are greater than 60 pupils. In effect only a few pupils have any chance to be heard reading, to say nothing about receiving remedial reading lessons. As though this were not enough, most pupils have illiterate parents/guardians with little ability or interest to encourage children to read while at home, assuming they have anything to read in the home.

MESA was mindful of this situation in all of its impact districts. It re-defined its teacher training programs for intensity and thoroughness; it is approaching the Teachers' Guides more imaginatively to ensure that pupils are given time to practice reading; and it launched community reading campaigns to generate community support for teachers in this particular initiative. Meanwhile, the shortcomings of the Teachers' Guides are being brought to the attention of the appropriate curriculum developers.

Teachers' performance improves faster and more meaningfully when assessed through continuous assessment modality.

Continuous assessment is proving to be an effective means of assessing teachers. Teachers assessed in this way progress better through various levels of performance than they do when traditional methodologies of assessment are used.

The involvement of DCE Social Studies lecturers in the development of MESA teaching and learning materials will have farther-reaching impact than envisaged.

The project involves social studies lecturers from DCE in the development of social studies teaching/learning resources. The lecturers are currently teaching a B.Ed. degree course under the University Partners for Institutional Capacity (UPIC) in Education Program funded by USAID/Malawi. Its goal is to improve primary school teacher training in all six teacher-training colleges. Their involvement in the social studies activity is helping them fully understand and appreciate the primary school studies curriculum. This will ultimately impact their regular teacher education work, in addition to the gains stipulated in the project document for training of teacher educators. This will be monitored as it unfolds.

8.0 CONCLUSION

August 2003 through July 2004 was an extremely critical year in the project implementation process. The amount of work that had to be accomplished before schools opened in January 2004 was simply enormous. Then there came the national general election campaigns that targeted the very teachers, PEAs and communities that MESA had in mind for its school-based training and sensitizations for the second half of the project year. It is really amazing that the project has a success story to tell for the kind of implementation year it had. The experiences and achievements enable the MESA implementing partners to comfortably feel and say that year two will be far more successful all other factors being equal.

Attachment I: Case study 1: Mentor Teachers and Trainer Heads Organize to Reflect on Cluster-Level Trainings in Kasungu

Cluster mentor teachers and Trainer Heads at Chaima zone feel empowered to share achievements and reflect on the cluster level training of Standards 1-8 teachers and move forward the lessons learned to their support of teachers. After cycle two training of Standards 1-8 teachers, cluster mentor teachers and Trainer Heads met on June 9, 2004 at Chaima Teacher Development Center. Below are the highlights from their meeting minutes:

ZONAL MESA MEETING FOR MENTOR TEACHERS AND TRAINER HEADS

Introductory Remarks

Mr. F.D.K. Mbizi and Assistant Coordinator welcomed every participant in the house to feel free and express his/her views. He also added that the business of the day was the evaluation of cycle two MESA workshop.

Achievements

At the meeting, members shared the following achievements:

- Training was well attended
- Workshop topics were well integrated.
- Participants were able to formulate tasks and items on continuous assessment effectively
- Continuous assessment progress records were developed
- Reading campaign well received and participants eager to start
- Supervision of teachers started (for example Mr. H.D. Banda and Mrs. G. Chishasha at Chimbale and Kavumbiri schools, respectively)
- Introduction of sub-centres improved the participation and facilitation of sessions

Election of zonal cluster committee

The following zonal cluster committee members were elected.

Mr. L.M. Chirwa:	Trainer Head
Mr. Z. Elesani:	Trainer Head
Mr. R.L. Munthali:	Mentor teacher
Mrs. G. Chishasha:	Mentor teacher
Mr. T. M. Gilbert:	Mentor teacher
Mr. F. Chisokola:	Mentor teacher
Mrs. Samalani:	Community mentor leader
Mr. Zakeyo:	Community mentor leader
Mr. Lyson Ndawala:	Community mentor leader
Mr. Mazengera:	Community mentor leader

26th June 2004 has been nominated as the day of sharing responsibilities for the above stated names.

This meeting highlights the ownership of clusters and schools accepted by mentor teachers and Trainer Heads. They are supervising the teachers in their schools, evaluating themselves, and monitoring one another to improve the quality of teaching in their clusters. Teachers and community leaders are beginning to form a partnership to initiate and monitor primary education activities to create more effective schools in their zone.

Attachment II: Case study 2: Pupils Achieving Permanent Numeracy at Kazengo School in Mzimba South

MESA baseline findings have shown that children in the 4 impact districts lack maths skills. Less than one percent attained a mastery level in numeracy using items from their textbooks. One of the topics of the teacher training sessions focuses on how to teach children permanent numeracy. Following is an excerpt from a Mr. Fortunate Yiwombe, a teacher from the Kazengo school in Mzimba South.

Ways of Achieving Permanent Numeracy in Standard 7

By Fortunate C.N. Yiwombe
Teacher at Kazengo School

Some pupils had a negative attitude towards this subject. They were told that maths is the 'cheapest' subject because you simply play with figures and there is little to memorise as compared to other subjects.

Pupils had problems on the main basic operations in mathematics, especially when two or three have been combined in one problem. Emphasis was done on how to use brackets, division, multiplication, addition, subtraction (BODMAS) in their correct order. For more practice it was posted on the notice board for them to trace which operation comes first, second, third, then last.

It was also discussed that pupils had problems on division and multiplication of numbers. They were provided with a tree diagram for multiplication and an illustration of an animal tail for division. This was to speed up their mastering of multiplication tables. Pupils are able to use them during their free time. Since pupils have different levels of understanding, fellow pupils are sometimes used to explain problems on the chalkboard. These methods help because pupils are freer to interact with each other. Hence understanding becomes easy.

For better follow up of pupils' progress, individual files have been introduced. This file helps pupils to work very hard in the subjects. They will go with their files to Standard 8 for easy checking of their progress.

There are plans of forming a mathematics club and groups according to their homes next term. This will help pupils to develop the skills of solving and loving mathematics since most pupils tend to hate maths.

This example illustrates that Mr. Yiwombe is improving his ability to teach Mathematics by focusing pupils' mastery on specific concepts that they are finding challenging. He is also using a variety of creative and participatory methods of teaching to encourage self-directed learning. Furthermore, he has introduced individual pupil progress files that are helping him to identify pupils' knowledge and skills to be able to follow up what areas they need to work on in mathematics. Mr. Yiwombe is clearly demonstrating how he is using continuous assessment and improving pupils' learning in his class. While Mr. Yiwombe is just one example, similar progress is being made with teachers across the districts.

Attachment III: Case Study 3: Teaching by Doing, at St Therese School, Machinga

A visit to St. Therese School would make one think that the school is on holiday as the grounds appear empty. However, meeting the head teacher, Mr. Felix Khwalala, one is told that both pupils and teachers in fact are present and they are busy in their classrooms.

I was interested in observing the teaching of English to Standard 1 pupils. As usual, there were shouts like ‘Me Teacher! Me teacher!’ trying to capture the teacher’s attention. Yes, each child wanted to read and touch either an object or a flash card or act on an instruction given by the teacher. Learning was happening as children followed instructions said in English.



I asked the English teacher, Sr. Gertrude Chitanje, to tell me the secret behind successful interactions.

“At first I used to have problems because I was not used to teaching an infant class like Standard one. Honestly, I did not know what to do. Through a cluster based teacher in-service training conducted by our mentor teacher, Mrs. Esther Mawerenga, I acquired skills on how to conduct pupil-centered teaching by involving the pupils themselves in learning by doing”.

How? I asked.

“I learnt how to prepare the right teaching and learning materials and how should they be used in a lesson for effectiveness. Some of the teaching and learning materials that I use are chairs, flash cards and

even gestures just to mention a few! I can assure you; currently I cannot afford to teach without using such teaching and learning materials.

In addition, when teaching English, I only teach in English language throughout my lesson so that pupils can get used to listening to and speaking English” she said while smiling.

I then wanted to learn more from a Chichewa lesson taught by Mrs. Leah Makonde. In her lesson, she asked children to read syllables like – ka ke ki ko ku, ha he hi ho hu and others. In her hands, she had a lot of flash cards. The cards were passed on to the children who were in turn matching them with the words that were written on the chalkboard.

During the lesson, the pupils got into groups of five. The groups were asked to identify the same syllables that were on the chalkboard from the flash cards. “Tiribe chimenecho! Tiribe chimenecho!” one group shouted meaning “We don’t have that syllable!” It was indeed amazing. Children were able to read and recognize the missing syllables from the flash cards provided to their group.

At the end of the lesson, I saw the teacher holding a notebook and a pencil in her hand. She then started calling out pupils’ names. One after the other went to the front of the class, picked up a flash card, and read a Chichewa word voluntarily. Each time the pupil read, she wrote something in her notebook. This process went on and on until most of the pupils had a chance to read. When a pupil failed to read correctly, another pupil was called in to assist.



At the back of the classroom, there were some color displays, well designed and each color was in a column of its own. The colors displayed were - red, orange, yellow, green, blue and purple. On some of the colors there was a picture of a happy face and against each face there was a pupils’ name.

I noted that you were writing something, what were you doing actually? I asked.

“You mean when I was asking pupils to read and when a pupil read I was marking in my notebook?”

Yes, I responded.

“Ob! That is what we call continuous assessment!” She answered with excitement.

I asked her again. Tell me more about continuous assessment and how does it help you in your lessons?

“This is a method that assists me to assess my pupils in my class. I learnt this way of assessing pupils during a recent MESA teacher in-service training, conducted by our mentor teacher Mrs. Esther Mawerenga and Mr. Felix Khwalala who is our Head Teacher as well as a Trainer Head.

I use those charts that you see at the back for rating my pupils using those colors. Those pupils in red just mean that they need more help from me as well as those that are in purple. Those that do well have their faces moved into another color/ column level each time I assess them.

I know exactly in which areas my pupils are having problems and I assist them immediately without waiting for final tests only. In fact I enjoy assessing my pupils because I know where to begin from before proceeding with a new lesson.”

Attachment IV: Case Study 4: Group Village Headman for Mwanga Embraces the Reading Campaign During the Cluster Training in Phalombe

Summary of the Discussion at the Training Center

Teaching children to read is perceived as the responsibility of the teacher, who has been trained to teach the children. Parents and guardians generally make very little effort to monitor or enhance their children's reading skills. Many believe they cannot help their children to improve their reading ability. Pupils share this sentiment - if they fail to read at school, they cannot learn at home. Fortunately, the introduction of reading campaign is changing the attitude of some people in the communities.

The Group Village Headman for Mwanga School in Khongoloni zone, welcomed the introduction of the reading campaign in the schools in Phalombe District and Mwanga cluster in particular. In his statement of accepting the campaign at the end of the training, he pointed out several issues.

"Our children are not able to read as it was the case in the past. It is the teacher's duty to teach a child to read, but it is the duty of everyone to help a child to continue reading at home and develop a reading habit. We have learnt that a child does not learn to read by reading from the books alone, but from different surfaces. Every parent has to make sure that his or her child has brought a reading material home and has been assisted to read. The reading campaign will assist parents and teachers to work together to monitor their children's education, especially in reading." – **Group Village Headman for Mwanga**

The Group Village Headman called on all participants to inform others the importance of this campaign and to work together for the improvement of their children's education. He pledged his total support in the mobilization of the community to produce reading materials and to persuade parents to follow up on their children's reading at home.

Attachment V: Case Study 5: Katambasula Nursery School is established

In a way to raise awareness of the importance of quality and effective basic education the GVH M'bweso and the School Management Committee of Katambasula convened a meeting to discuss the issue of orphans education. They agreed to establish a nursery school where the children could be taught. A committee comprising of 10 members was elected to launch the school. "We want our children to have a good school background," M'bweso said. A feeding programme to go along with the school was started. Communities contribute maize and money and community members cook porridge and feed the young ones. Mbweseso explained, "we have learnt through MESA that we need to contribute towards the initiative of fighting HIV and see there is a lot of orphans as a result of HIV, hence we initiated this school." As of now the school has about 60 pupils, 40% of whom are orphans. To avoid segregation the all children learn and feed together. Every child brings from home a plate as utensils are a problem and the community provide for the orphans.

The children are taught English and Chichewa though lessons on the letters of the alphabet, conversation, and singing. The kids enjoy playing with each other. Absenteeism is low at this school due to a variety of activities and engagement of pupils.



G.V.H. Mbweseso in scarf taking a leading role in the construction of a fishpond at Katambasula School in Machinga.



A nursery school at Katambasula where over 60 children, 20 of whom are orphans are taught.



It's eating time. Porridge contributed and prepared by the communities is shared to all pupils

Attachment VI: Case study 6: Katambasula School Will Stop at Nothing to Help their Children

Having made tremendous progress towards the construction of a fishpond, Katandula School in Machinga district has not just sat back satisfied. The fishpond is to be used as a teaching and learning resource as well as an income generating activity for school needs. “We need to be aggressive and very practical in solving problems;” said the GVH M’bweso. “We have now come up with a community-based care group besides the fish pond we are constructing.” He added. Katambasula school is located about ten kilometers from the tarmac road to Ntaja, within GVH M’bweso’s cluster.

After the community leaders training, the communities realized that HIV/AIDS pandemic is a problem in their areas and are working to address it. They held a meeting at the school in April which was facilitated by GVH M’bweso to develop a strategic plan.

During the meeting they discussed signs and symptoms of AIDS patients and tried to identify any of such patients in their village. It was discovered that they have a number of AIDS patients but five were cases with full brown AIDS and so they decided to form a community-based group. The group will look after the AIDS victims in their community. The community-based care group include parents, both men and women from the villages. Every month they organize themselves, contribute items (e.g., flour, firewood, water, money to buy soap, sugar) and set out to visit and support the patients. While traveling to the patients’ homes, they sing songs about HIV/AIDS, sensitizing the communities on the need to love and take care of the AIDS victims.

At the home of the patients, they give gifts, assist in household chores, and whatever else is needed to support them. The guardian of the AIDS patients also partake in activities that aim at raising funds to support the AIDS orphans (e.g., construction of a dam, spreading HIV/AIDS messages).



Community Based Care Group formed to look after the HIV/ AIDS victims in the area. Here they are ready to go and visit the AIDS victims carrying Firewood, water, flour and soap as gifts to the patients.



Assisting the patient by washing her clothes



Communities of Wataka School constructing toilets

Attachment VII: Case Study 7: Tadala Orphan Care Garden

Community members started a garden to support orphans at and around Nselema Primary School in T.A. Kapoloma in Machinga district. The garden is situated along the river banks of river Namasike at Nselema Trading Centre.

Orphans have been perceived as a part of life where they have to suffer as they have nobody to look after them. This was a given fact and accepted by everyone in the community. Up until the training of the cluster community leaders conducted in April, 2004 at Nselema did they come to realize their responsibilities over the orphans in the community. They agreed to form a community orphan care group and called it “TADALA” which has 17 members, who are village heads, religious heads, school management committee members and ordinary community members.

An activity the committee is doing is growing of vegetables and green maize whose proceeds would be used to buy things which would be given to the orphans. The garden is called “Tadala orphan care garden”.



“These orphans are our own children. We want to make sure they live a normal life, go to school, get educated like any other child whose parents are alive;” said Mrs Mussa, vice chair of the group.

Already K100.00 has been realized from the sales of the vegetables. The group meet every Tuesday to work in the garden.

Attachment VIII: Case Study 8: Mzoma Starts a Health Clinic

Mzoma School which lies at least 7 km South West of Ephangweni zone in Mzimba South was started in 1910. It has been under the government and missionary jurisdiction over the years but the indigenous community complained of inadequate support since inception.

During the SMC-EQ project, the community were sensitized and trained in lobbying skills, which led to their founding of the “Friends of Mzoma.” The head teacher of the school, Augustine Chunda, wrote to his sister, Fides Chunda in America who sought the assistance of three friends: John Herbst, Elizabeth Evance and Jean Gould. These friends offered great support to Mzoma.

After the start of MESA, the community received additional training and they sought assistance from these friends again for a health clinic. This was a clinic to be run by the local people surrounding the catchments area of Mzoma. The friends donated drugs worth about \$17,000 USD to the clinic.

The clinic will offer services like administration of drugs for common illnesses to orphans, AIDS patients, and the HIV positive at reduced rates. It will also be a center for mobile Voluntary Counseling and Testing services which are currently sought from Kalikumbi Health Centre about 7 Km from the school. The councilor of the ward had this comment to make on the establishment of the clinic.

“This clinic will be of much help. The most important thing to remember is that beyond benefiting the villager in general, we are targeting victims of HIV/AIDS. Village based AIDS groups need to be revamped so that orphans will be cared for right in their homes and the sick orphans’ medication bills at this clinic be footed by the village groups.”

The councilor, Mr. J.J. Banda was giving his input during a sustainability meeting which they conducted at the school on 17th July 2004 involving 21 members from the Health Committee, the SMC, PTA, local leaders and village development and monitoring committee. The meeting was aimed at establishing mechanisms to ensure that the clinic is not fully economically dependent on aid. Therefore, they resolved to open gardens of soya beans in each village for financial sustainability. The friends came to visit in July 2004 to check the progress of work and commended the community. “It is not for us. These people are very organized and have a sense of vision,” Elizabeth Evance said.



Mzoma Health Committee

The community through the Health Committee is in the process of facilitating the registration exercise of the clinic at the District Health Office under the guidance of the Ward Councilor, Mr J. Banda. They intend to have a volunteer trained to act as a caretaker at the clinic. They have consulted the District Hospital and the Mission for training intervention so that the operations of the clinic take ground.

Attachment IX: Case Study 9: Women and Girls Empowered in Emfeni Cluster

Emfeni cluster in Emfeni zone in Mzimba South district comprises three schools; Emfeni, Malingowe and Mkazimasika. Based on MESA trainings, the cluster leader, Mr. Menard Mavunika Mithi has been conducting sensitization meetings on HIV/AIDS at school and cluster level as outlined in his plan of action. Following the sensitizations, all the schools in the cluster have embarked on activities to mitigate HIV/AIDS. For example, the Roman Catholic Church community formed the Elangeni Orphan Care Group at the Emfeni School. This group conducts religious sessions to prevent pupils from indulging in immoral behaviour and trains them in vocational skills.

At cluster level, these three schools have shown their solidarity by forming Elangeni Child Women Education Network (ECHAWEN). Currently the group has 40 registered women that pay K50 membership fee for registration. The women provide counseling services to girls in all schools in the zone to help prevent them from contracting HIV and to those already infected on how they can take care of themselves and the sick. The counseling services are done through “mother groups” at school level which comprise of at least 10 women and meet every Saturday. These mother groups share their progress and activity status with the cluster leader.

The group has proved to be beneficial to both the women and pupils as supported by this comment by one woman in the group.

“The women felt that the impact of HIV/AIDS is felt on a wider scale by women and girls who take care of the affected and infected in most cases. Some are even infected and need our support.”

The group also has been involved in checking attendance of both girls and boys at the schools on market days.

Attachment X: Case Study 10: A Mother Group Spares Nobody on HIV/AIDS

Chamwavi Zone lies to the east of Kasungu Boma. It has a tarmac road that runs through it from Kasungu Boma to Nkhotakota and is the site of Chambwe School. The School has only 6 male teachers who have been idle in most of the activities, particularly those that relate to the danger and impact of HIV/AIDS on the communities and the need for the school children to abstain from involving themselves in sexual activities. People were not concerned about HIV/AIDS awareness and as a result no one cared about the existence of orphans and how to mitigate the impact of orphan hood until MESA reached to the area.

MESA sensitization meetings were conducted in the district to bring awareness of the goals and objectives of the project. After these meetings, some women sat down and thought of doing something about the impact of HIV/AIDS in the communities. Seven ladies formed a “mother group” to bring awareness of HIV/AIDS to the communities around the schools and to counsel boys and girls of the dangers of immoral behaviour while at school and home. The group led by Mai Nalinde has so far spared nobody in the villages around the school. It disseminates information on HIV/AIDS at any sort of gathering - funerals, maize mills, market places, water points, churches and at any developmental meeting.

What has touched the hearts of many people in the area is what the group does for pupils. The group goes to Chambwe School twice a week to counsel and sensitize pupils on HIV/AIDS issues. *“As of now, many pupils at this school have changed their attitudes and behaviours positively,”* commented Mr. J.R. Chagwanjira, Deputy Headteacher. The performance of this mother group has seen the birth of a drama group by pupils, which supplements the mother group’s campaign. The drama group performs at the school and in villages around the school. *“Many people around this school have appreciated the existence of the pandemic and time has come to play no jokes about it,”* said Mr. D. Chakungwa, the group’s patron.

To reach out to as many people as possible, both groups have plans of going beyond their borders to other schools, zones and districts. To sustain their activities, the two groups also plan to open up a vegetable garden that will be used to finance the activities.

Attachment XI: Case Study 11: Orphans Learn Skills at Juni School

Juni School lies to the north west of Kasungu Boma, almost 15km off Chulu turn off in Mpsadzi zone. Juni is named after a small stream near the school. The stream got its name from the cold season's month of June as it is said to have very cold water then. People around the school involve themselves in activities such as growing food crops, cash crops, rearing cattle, and running small-scale businesses.

Just like any other part of the country, Juni School has not been spared on the impact of HIV/AIDS. *"It is the responsibility of everybody; churches, political parties and villagers around to take part in the fight against the epidemic since the impact affects everyone,"* said the Head teacher, Mr. M.A.C. Banda

Although communities around the school knew the impact of HIV/AIDS, including a rise in orphans, they did not address these issues. The problem was finally addressed when MESA sensitization meetings were organized at the school. After these sensitization meetings, communities through the School Management Committee started to plan. One activity they planned was the establishment of a vegetable garden at the school that could be used for feeding as well as fundraising for the orphans. The idea became a reality.

Community members thought of assisting the pupils teaching them life skills, namely agriculture. They involved the pupils in caring for the vegetables - weeding, watering and applying pesticides. The initiative is particularly resourceful since the area has a lot of cattle and therefore a lot of manure which was not fully utilized in agricultural activities.

The vegetables grew well and the first harvest realized K2,600.00 which was used to buy a football for the pupils. The second harvest was used to feed the whole school. Seeing this, the School Management Committee thought of expanding the activity with an aim of imparting life skills to both orphans and non-orphans. They opened up another garden at one of the streams in the area and had grown cabbage, rape and tomatoes. On this garden, the pupils under the guidance of the SMC chairperson did everything.



A cross section of vegetables grown at the school



"There is a lot of enthusiasm and excitement by the children since most of them especially orphans have opened dimba gardens at their homes knowing that its where they could be getting support from," said chairperson of SMC at the school.

Attachment XII: Chimvano Cha Mavu Broadcasts TOT Activities in Phalombe

Chimvano Cha Mavu, which means “Unity is Power” is aired nationally via the Malawi Broadcasting Corporation every Wednesday from 6.45 pm to 7.00 pm. The program aims at disseminating project activities to all of Malawi. This is one of the programs which was broadcasted in the year, translated from Chichewa language that focused on teacher training activities in Phalombe

Presenter: Now MBC Radio 1 presents to you “Chimvano Cha Mavu”. The program is Sponsored by MESA, Malawi Education Support Activity, which is being implemented by American Institutes for Research in partnership with Save the Children US, CRECCOM and Malawi Institute of Education with funding from USAID.

(Signature tune/ song for opening the program)

My name is Hamilton Chimala and I welcome you to this program, Chimvano Cha Mavu, which aims at promoting educational quality in this country. MESA aims at improving the Standards of education in Kasungu, Machinga, Mzimba South and Phalombe. Today let us go to Phalombe where teachers were brought under one roof recently to equip them with professional skills. Firstly let us hear from Micah Chavi, Phalombe District Education Facilitator from MESA’s teacher professional development sector.

Micah: The aim of the training is to equip some primary school teachers and head teachers, for Standards 1 to 8, with some professional skills and methodologies so that they train their fellow teachers upon returning. The teachers are called mentor teachers. They will train their fellow teachers according to their clusters. The cluster normally has two to three primary schools. They will hold their trainings at a central place within the cluster.



Presenter: I understand that you have involved officials from the District Health Office, why have you involved them?

Micah: We have involved them because they are important in the education of children. When a child is sick s/he cannot attend classes. Again everybody including school children need to know how they can avoid HIV/AIDS. A health community will easily manage to promote education of their children. It is our wish to have in school all children including those directly affected by HIV/AIDS.

Presenter: Mainly what are the problems that promote absenteeism of children from school?

Micah: There are a lot of problems, such as taking care of their sick relations, working for food, going for fishing at the lake, early marriages because of poverty and other because of child labour.

Link (drums)

Presenter: According to the research that was carried in Phalombe, it was found that there are a lot of constraints to educational quality. This is why the training of trainers was done. Ms. Ereen Lambiki is a teacher trainer at Montfort Teacher Training College:

Ereen: Research findings show that most teachers enter the classroom unprepared; without the schemes of work or lesson plans. In addition, teachers lacked methodologies that would facilitate better learning of children. Hence, the aim of this training of training is for the participants to train their fellow teachers in their respective arrears. They should share with their colleagues best ways of teaching and also how to integrate HIV/AIDS in their lessons.

Presenter: How will you make sure that lessons integrate HIV/AIDS in all classes (Standards 1 to 8) considering this was not built in the textbooks?

Ereen: Although textbooks do not have information on the disease, we are equipping these trainers how to integrate the disease. For instance, in there is a lesson, which talks about taking care of teeth. A teacher can bring in HIV/AIDS by showing how dangerous it is when people exchange toothbrushes.

Presenter: Ok, what is your message to the other teachers who are listening to the radio right now?

Ereen: My message is that every teacher should feel concerned with the improvement of educational quality. They should not rely on textbooks only but should be creative and committed.

Link (drums)

Presenter: That was Ereen Lambiki, a trainer of primary school teachers, from Montfort Teacher Training College. One of the participants of the training of trainers is Mr Keneth Maganizo, one of the teachers in Phalombe.

Keneth: In schools we have a lot of problems. During Parent Teacher Association meetings, parents tell us that most children fail to read at home. Among teachers there are such teachers who lack some teaching skills. There are teachers who were trained some time ago and others who were trained briefly. They all lack some skills.

Link (drums)

Presenter: What do you say about cooperation among various stakeholder, Ms. Micah Chavi?

Micah: As the main goal of MESA is to help improve Standards of education for our children, I urge everyone listening to this program to play their roles so that Standards of education get improved. Our children will be good citizens and our country will benefit a lot.

Presenter: Ms. Micah Chavi. Mr George Jobe is a Communications Specialist for MESA. What does he say?

George: Our activities started with a baseline survey in order to know the degree of the problems in the four districts. The survey also helped us know what people knew about HIV/AIDS. We are working hand in hand with government officials for project sustainability and ownership.

Presenter: That's George Jobe of MESA. That marks the end of our program today. Remember that the program is funded by MESA, which is being implemented by American Institutes for Research in partnership with Save the Children US, CRECCOM and Malawi institute of Education with funding from USAID. Until next week, same time, I, Hamilton Chimala, say "education first".

Signature tune closes the program.

Attachment XIII: Funded Activities

Funded activities are intensive sensitization, motivation, and mobilization activities for key target groups and are usually in the form of community based workshops for SMCs, PTAs, community leaders, and teachers. The following community based field worker facilitated workshops were conducted during year 1.

District	Community Leaders			School Committee			Teachers			Total Number of Workshops Planned	Total			
	Total Done	Attendance		Total Done	Attendance		Total Done	Attendance			Total Done	Attendance		% Done
		M	F		M	F		M	F			M	F	
Phalombe	17	317	154	24	643	333	15	244	120	80	56	1204	607	70.0%
Machinga	50	1998	499	49	1004	620	31	638	201	163	130	3640	1320	79.8%
Kasungu	109	5997	1282	78	2793	1091	63	2016	753	329	250	10806	3126	75.9%
Mzimba South	28	581	301	36	616	372	26	402	226	248	90	1599	899	36.2%
Totals	204	8893	2236	187	5056	2416	135	3300	1300	820	526	17249	5952	64.1%

Attachment XIV: Illustrative Community Based Initiatives

No.	School	Zone	Constraint	Initiative	Impact
MACHINGA					
1.	Chisese	Chikweo	Inadequate school blocks and teachers' houses Low enrolment of pupils at Chisese School.	Chisese School has very few school blocks and so many classes learn under shelters. As a result some children withdraw from school, and just play at home. The SMC and PTA discussed measures to curb the situation. It was agreed that they should start moulding bricks that they could use to construct classrooms. A committee was formed which goes out house to house registering school going children.	100,000 bricks have been moulded and is awaiting burning. Plans are underway to construct a school block and a teacher's house. A good number of pupils are now coming back to school.
2.	St. Theresa	St. Theresa	Inadequate publicity of HIV/AIDS messages	Communities around Liwonde complained of inadequate publicity of HIV/AIDS messages and so the SHEICKS, and church elders for both the mosques and C.C.A.P. church have coordinated in working together to disseminate AIDS messages. Cluster Leader Buziman Luck discussed the issue with the church leaders who agreed to work together to disseminate the messages to their members.	An open day was held at the mosque where poems, drama, dances, and sikili were performed with containing messages about AIDS. 210 people attended who were 135 females and 75 men. Another open day is to be held on 15 th September, 2004.
3.	Nselema	Nselema	Inadequate support to orphans	Due to the deadly disease, HIV/AIDS orphans are increasing in number. Nselema situated in T/A Kapoloma, is no exception. Community members sat down to discuss the issue and decided to start a vegetable garden where they are growing green maize, vegetables. The ladies and the two gentlemen meet every Tuesday at the vegetable field. They call their group TADALA orphan care garden.	The proceeds will be used to assist orphans. Already K100 has been realized. Plans are underway to decide type of assistance.
4.	Nangodo, Namandanje, Namisangu	Namandanje	Lack of books and library at Nangondo, Namandanji and Namisangu schools (cluster level)	Communities at the three schools, Nangondo, Namandanji, and Namisangu have always wanted to establish a library center for the three cluster schools. The cluster leader approached the church to assist the church and the church said it is prepared to assist if the schools can contribute bricks, sand and stones to erect the library structure.	Meanwhile meetings between SMC and PTAs are in progress to see to it that bricks in the schools are assembled so that construction to begin anytime.

No.	School	Zone	Constraint	Initiative	Impact
5.	Mchemba	Nsanama	Understaffing of teacher due to 5 teachers going to college.	An acute shortage of teachers was experienced at Mchemba School after 5 teachers were taken at once to attend training in teacher training colleges. This created a wide teacher pupil ratio. The SMC & PTA sat down to assist in the issue. 5 voluntary teachers were identified to support the few who had remained while waiting for the teachers who had gone to various colleges to finish.	An in-service training was conducted to equip the volunteer teachers with ethics and technical know how of the teaching profession. They also have life skills/HIV/AIDS mitigation. They are now comfortably handling the classics.
6.	Napusuwa	Ngokwe	Inadequate support to orphans	Napusupa School in Ngokwe zone has a good number of orphans who need a lot of support from the communities around. After the community leader training, they realized that it is their responsibility to support and look after the orphans as a way to mitigate HIV/AIDS in the area. A committee was formed whose chair is Mr Roma and treasure being Mr Namagowa. "We have learnt a lot about HIV/AIDS," Mr Roma said. "These orphans are our children. We will support them," he said. Already, fund raising activities and K4,000.00 has been realized by contributing K50 per house hold.	The orphans will be supported in areas of clothing, learning materials and food.
7.	Liwonde	St. Thereza	Acute absenteeism and drop out because of problems in connection with HIV/AIDS	The teachers after realizing this collaborated with the SMC and formed an EDZI TOTO CLUB, which performs drama to sensitize the pupils and the communities around on HIV/AIDS.	The club performs drama and quiz during assembly on Mondays and Wednesdays. It is hoped that pupils will be retained in school and those that have dropped will come back. The SMC has so far conducted sensitization meeting at Mtila village to change behaviors of community members to reduce number of orphans.
8.	Liwonde	St. Thereza	Shortage of teaching and learning materials at the school	The school decided to construct a fish pond so that fish should be reared.	After harvesting and selling the fish, the money realized shall be used to purchase learning materials which could be distributed to the needy orphans.

No.	School	Zone	Constraint	Initiative	Impact
MZIMBA SOUTH					
1.	Kaulankhutu	Luviri	Inadequate teachers houses	The community leaders and parents around this school realized the need to have adequate number of teachers' houses at the school under the guidance of the School Management Committee. This was during SMC-EQ. Eventually four teachers' houses were built. These houses were grass thatched and mud smeared, hence the community felt there was need to find assistance to complement their efforts by lobbying for iron sheets and cement after MESA sensitization. Therefore, the school committee has forwarded a proposal to seek funding from the District Development Fund through the Village Development Committee.	Collaborative efforts are made to improve the school infrastructure starting from the grassroots level. Adequate and proper housing of teachers has boosted their morale in teaching at the school
2.	Emfeni	Emfeni	Lack of moral and material support to orphans	<p>Elangeni Orphan Care Group was formed by the Roman Catholic Church Community around Emfeni School. The group was formed as a result of the growing numbers of orphans who lacked moral and material support in the area. The operations of the group are supported by village heads surroundings the school who contribute K100 and a pail of maize per month through their subjects.</p> <p>Since the group is religious, it organizes religious sessions to preach and counsel pupils in order to prevent them from indulging in immoral behaviour.</p> <p>They have even gone a step further in trying to keep the pupils busy and make them self reliant by equipping them with vocational skills e.g. tinsmith, sawing, brick laying and carpentry.</p>	<p>The orphans are supported morally and materially.</p> <p>The skills acquired have helped the orphans support themselves and will help them become self reliant in the long run.</p>

No.	School	Zone	Constraint	Initiative	Impact
3.	Chizimya	Mzoma	High drop out rate of orphans	<p>Chizimya School had been experiencing a problem of high drop out rate and absenteeism especially on market days amongst pupils who are orphans. This was due to lack of material support which made pupils go out to look for piece-work during the market day (Wednesday) and eventually drop out of school because of attaching more importance to the financial aspect of doing piece work than being in school.</p> <p>After MESA sensitization the SMC initiated the formation of the Village Monitoring Committee comprising of community leaders which meets once a week and checks on the absenteeism of the pupils. Since the dropout rate was very high in the senior classes, a boarding school has been opened at the school. The Orphan Care Committee has taken up the responsibility of providing food and clothing for the orphans in boarding school in a bid to encourage them to retain in school and trying to woo the dropouts back to school. Best performers in these senior classes are awarded with clothing (e.g., shirts worth K650 each).</p>	<p>The rate of absenteeism on market days has been reduced.</p> <p>Retention rate has gone up</p> <p>Orphans have the chance to go on with their basic education</p>
4.	Ruviri	Ruviri	Increase in HIV/AIDS cases impacting negatively on school activities	<p>Teachers at Ruviri have gone abreast of all education stakeholders in the area around their school on HIV/AIDS mitigation by establishing the HIV/AIDS Task Team.</p> <p>The Task Team was established to disseminate messages on mode of spread prevention and care of those affected or infected by the pandemic and its impact on education. The teachers organize meetings at which they take up turns in giving out the messages. So far they have visited Magega and Sezi Villages which are some of the villages surrounding the school. Plans are underway to visit the remaining villages.</p>	<p>All the stakeholders have knowledge on HIV/AIDS in the villages visited.</p> <p>Those affected or infected are not stigmatized.</p>

No.	School	Zone	Constraint	Initiative	Impact
5.	Kavuula	Kavuula	Pupil idleness after school	<p>Community leaders around the school realized that idleness among pupils was contributing to pupil involvement in promiscuous behaviour hence increase in cases of HIV/AIDS among the youths. In view of this the community leaders in collaboration with the teachers, parents and SMC and the pupils themselves initiated the formation of Kavuula Youth Club.</p> <p>The Club whose members are youth that only engages in activities like games, drama and music performances in order to pass time in an effective and beneficial manner. The activities have also benefited some youths in realizing the potentials they have and sharpening their skills while at the same time preventing themselves from contracting HIV/AIDS. The youths requested and got trained by National Aids Commission on how to run their youth club and how to prevent themselves from HIV/AIDS and other sexually transmitted infections.</p>	Pupils/Youths are benefiting from the activities they engage in by acquiring and sharpening their skills while at the same time prevent themselves from contracting HIV/AIDS.
6.	Thoza	Ephangweni	Lack of understanding of decentralization	<p>When the local leaders from this school attended community based workshops they were enlightened more on how the decentralized system of decision making works.</p> <p>This is the reason why they decided to hold elections of the new office bearers of the Management Committee in the presence of those that hold positions of influence in the system. Thus the Ward Councilor was involved right from the start, that is, right from the election process. This was done to let either parties know each other and work together in order to strengthen ties and improve efficiency of the School Management Committee.</p>	The School Management Committee has started working together with the Ward Councilor right from the start.

No.	School	Zone	Constraint	Initiative	Impact
KASUNGU					
1.	Juni	Mpasadzi	Lack of permanent teachers' houses	<p>The name Juni is from a small stream which is always cold during cold season. The school is new and is in Mpasadzi zone. The school has three temporary teachers' houses which are not even enough for all the teachers at the school. The problem of shortage of permanent teachers' houses has been there at the school from the time the school was born. After MESA sensitization meetings, one SMC member, a Mr. Makiyi Ngoma was charged and thought of doing something about it. He had already 8,000 burnt bricks which he wanted to use to build his house but changed the plan and thought of using the bricks to construct a teacher's house.</p> <p>Mr. Makiyi Ngoma, a builder by profession was found building the house at the time of visit and the house was above the foundation stage. Asking him on what made him to do that, Mr. Ngoma who is always smiling had this to say "I belong to this community therefore I have thought of doing something unique to assist these children so that when I die, I die a happy man and shall be remembered by many." Currently he is teaching some pupils how to build a house. He does this twice a week especially for senior classes.</p>	The Head teacher, Mr. M.A.C. Banda and all the teachers are happy that once the teachers are happy that once the house is finished, one of the teachers who operate from far will save time and energy for teaching since he will be operating from within the campus as such he will be teaching all the subjects allocated to him in a day.
2.	Wimbe	Sankhula	Lack of lobbying skills	<p>Wimbe school is one of the schools in Sankhula zone which had a lot of constraints but there was nobody to take the leading role in finding solutions to the constraints. One such constraint was lack of lobbying skills. After MESA sensitizations, community leaders and SMC members at the School thought of lobbying for assistance from political leaders. They approached the Member of Assembly for the area who was present at the sensitization meetings. The Member of Assembly in turn approached Hon. B. Chipilingu (MP for the area) in the company of the SMC for the school, to assist in the purchase of iron sheets to re-roof the classroom block. The Honourable MP responded positively since he already knew the objectives of MESA and donated MK5,000 to purchase some of the iron sheets needed.</p>	Once the block is re-roofed, pupils will no longer face problems of being chased away by rains or sun as such they will be learning peacefully in their classrooms.

No.	School	Zone	Constraint	Initiative	Impact
3.	Sopani	Nkanakhoti	Lack of care for orphans	<p>One of the impacts of HIV/AIDS on our society is increased number of orphans in villages and in schools. This is one of the areas that MESA project addresses. Sopani School in Nkanakhoti zone is one of the schools in the zone with a high number of orphans. Realizing that one of the activities of MESA project is to care for vulnerable groups such as orphans, teachers, SMC, and community leaders thought of doing something. They contributed K5,000 which had been used to buy a roll of cloth which is school uniform colour. One community member had volunteered to sew school uniforms for orphans. At the time of visit, 19 school uniforms were sewn and ready for distribution.</p> <p>As another way of assisting these orphans in imparting life skills, the tailor (community member) is planning to teach the tailoring skills to these orphans so that they have something to rely upon after school.</p>	The uniforms will have a positive impact on the pupils since most of them who would have dropped out of school due to lack of clothes would now remain in school. Imparting life skills to them will also assist greatly since they will have something to rely upon in future.
4.	Kalimaziche	Linyangwa	Lack of funds for school development projects	<p>Kalimazache school is one of the schools in Linyangwa zone that has a lot of needs as far as conducive learning at the school is concerned. The school has inadequate classrooms, teachers' houses and pit latrines. The problems have been there and community leaders in collaboration with SMC/PTA tried to woo people to contribute money to be used in solving some of the problems but to no avail. The situation was like that until after MESA sensitization meetings were conducted in the zone. After the meetings, community leaders and SMC thought of doing a different thing to solve the problem. They convened a meeting for all the parents around the school where they agreed to contribute barley tobacco. Each household was to contribute 5Kg and they raised 400Kg of tobacco (4 bales) and the bales have been sent to auction floors for sale. Once the money comes, of which they expect over K40,000.00 will be used to construct 2 teachers houses and 2 pit latrines since they have a lot of bricks. At that moment they had applied for funding at District Assembly through their Member of Assembly.</p>	Barley contribution will greatly assist the school since the school will have some money that could not have been realized from cash contributions. Once teachers' houses are built, the problem of shortage of accommodation will have been solved.

No.	School	Zone	Constraint	Initiative	Impact
5.	Kalolo	Kalolo	Lack of moral and material support to orphans	There are a lot of orphans at Kalolo trading centre and in villages around the school. This is what prompted Kamphulu Orphan Care group comprising 2 men and 8 women to be formed. The group was trained on Business Management and Group Dynamics under MASAF. The aim was to open up a maize mill which they would run and at the end of the day use the money raised for caring for orphans and other children in those families that look after orphans by providing them with basic needs. The group approached the PEA and CDA for the zone after the group was sensitized on MESA activities. The group has started working on HIV/AIDS mitigation as per MESA goals and objectives and they work in collaboration with the PEA and CDA.	The group has already started assisting a few orphans in the area by providing them with some basic needs such as food and soap and there is hope that more will be done.
PHALOMBE					
1.	Baani	Khongoloni	Lack of HIV/AIDS Messages	<p>Baani School is among some schools in Khongolani Zoni which have already started showing seriousness after being sensitized on mesa activities. Before MESA, people around Baani School could not talk about HIV/AIDS issues openly as this was regarded as a taboo. Neither were the parents comfortable to advise their children on the dangers of HIV/AIDS.</p> <p>When MESA broke the silence, the community around the school saw the need of spreading messages on the dangers of HIV/AIDS and how people can come up with mitigation strategies.</p> <p>Community leaders around the school thought of approaching some young men and women if they could form a drama group. Luckily enough, the young men and women had the same idea. The group of these youths organized themselves and formed a drama group. They go to all the villages surrounding the schools to stage up drama performances which carry HIV/AIDS messages. The group is led by Philip Kambuwa and Kennedy Magonjetsa. Sometimes the group goes beyond their borders and they perform drama in other schools within the zone.</p>	Communities around the school are aware of the dangers of HIV/AIDS in the area

No.	School	Zone	Constraint	Initiative	Impact
2.	Thambe	Nkhulambe	High dropout rate of pupils	<p>Teachers and Communities at Thambe School after noting extreme number of dropout pupils at their school, saw the need to readdress the problem. Teachers and community members contributed K2,140.00, 10 bags of maize and 72 tablets of Maluwa soap. Besides, teachers contributed K1,200.00 which is meant for buying school uniform for the needy pupils. K2,140.00 contributed was used to buy items to be used as incentives to those pupils who go to school regularly.</p> <p>Under the leadership of GVH Misomali, VH Lomoliwa and VH Khurune, the school has also introduced life skills training by local artisans such that 6 boys are being trained on carpentry while 3 boys and 2 girls are under going tailoring training. The communities contributed some starter packs like 3 plunks of timber, 10 meters of cloth and tailoring machine.</p>	<p>Most of the pupils have returned to school and dropout rate have decreased tremendously.</p> <p>Pupils are learning what would help them most in future.</p>
3.	Chimbiri	Mlomba	Lack of extra curricular activities e.g. sports	<p>Apart from class work, extra curricular activities keep the pupils busy at school and these makes them to be mentally as well as physically fit</p> <p>Without much to do outside classroom pupils just move around and some become disinterested in school as a result they absent from school to be playing at home. Before MESA sensitizations, the communities as well as teachers at the school kept a blind eye to this. Awakened, teachers at the school realized that absenteeism was becoming rampant. They did a small research to find out the root cause of the problem. They found out that lack of sporting activities was one of the major contributing factors. Teachers contribute K200 each and they bought a football and a netball. They have organized inter class competitions.</p>	About 139 pupils who used to absent themselves regularly no longer absent themselves and the retention rate is very high and those who dropped out are now back to school
4.	Nambiti	Nazombe	Absenteeism due to orphanage	Nambiti is not exceptional in terms of problems emanating from orphanage. Most of the orphans at the school absent themselves due to lack of material support. Seeing this, communities around the school thought of forming an AIDS care committee, which has collected statistics of the affected pupils. They are currently contributing some money to buy school uniforms for these orphans.	Most of the orphans who dropped out of school and those who usually absent themselves from school due to lack of school uniform will now be attending classes.

No.	School	Zone	Constraint	Initiative	Impact
5.	Longwe	Nazombe	Toilets roofs vandalized by the community	<p>The problem that Longwe School had been experiencing is vandalisim of school property such as toilet roofs. For quite some time the community thought that the school belongs to the teachers up until they were sensitized on their roles and responsibilities in their school.</p> <p>Having realized this the communities, under the guidance of the SMC & PTA, mobilized themselves and re-roofed the pit latrines.</p> <p>The community leaders have put in place policing measures to make some that vandalism of school property never take place again.</p>	The re-roofed pit latrines have never been vandalized again and community members have pledged to construct more pit latrines,

Attachment XV: Data Tables**District Briefings**

Table A1. Number of district partners sensitized

District	Female	Male	Total
Mzimba South	13	70	83
Kasungu	22	64	86
Machinga	5	36	41
Phalombe	8	23	31
Total	48	193	241

Follow-up Survey on Gain Scores for Standard 3 Pupils in Mangochi and Balaka

Table A2. Number of pupils in follow-up gain score study

District	Girls	Boys	Totals
Mangochi/Balaka	243	240	483
Salima	58	41	99
Total	301	281	582

Table A3. Pupil status in October for follow-up gain score study

Pupil Status		Male	Female
Present	N	240	243
	%	60.0	61.0
Absent	N	89	90
	%	22.0	22.0
Drop out	N	39	38
	%	10.0	9.0
Transferred	N	28	30
	%	7.0	7.0
Demoted	N	2	0
	%	1.0	0.0

Table A4. Standard 3 pupils' levels of mastery in English Reading in Mangochi and Balaka

Gender	Level of Mastery	Mangochi & Balaka District	
		February 2003 (%)	October 2003 (%)
Boys	Full Mastery	2.5	11.7
	Partial Mastery	5.4	15.9
	Non Mastery	92.1	72.4
	N	239	239
Girls	Full Mastery	0.8	8.3
	Partial Mastery	5.4	16.1
	Non Mastery	93.8	75.6
	N	242	242
Total	Full Mastery	1.7	10.0
	Partial Mastery	5.4	16.0
	Non Mastery	93.0	74.0
	N	481	481

Table A5. Standard 3 pupils level of mastery in English Comprehension in Mangochi and Balaka

Gender	Level of Mastery	February 2003 (%)	October 2003 (%)
Boys	Full Mastery	0	0
	Partial Mastery	0	0
	Non Mastery	100	100
	Number	240	240
Girls	Full Mastery	0	0
	Partial Mastery	0	0
	Non Mastery	100	100
	Number	243	243
Total	Full Mastery	0	0
	Partial Mastery	0	0
	Non Mastery	100	100
	Number	483	483

Table A6. Results on specific literacy skills by gender for Standard 3 pupils in Mangochi and Balaka

Literacy Skill	Gender	Levels of Mastery	February 2003 (%)	October 2003 (%)
Letters and sounds (%)	Boys	Full Mastery	12.6	31.0
		Partial Mastery	41.0	42.3
		Non-Mastery	46.4	26.8
		N	239	239
	Girls	Full Mastery	7.0	30.2
		Partial Mastery	51.2	45.9
		Non-Mastery	41.7	24.0
		N	242	242
English Most Used Words-Aided	Boys	Full Mastery	12.6	30.1
		Partial Mastery	16.3	19.7
		Non-Mastery	71.1	50.2
		N	239	239
	Girls	Full Mastery	10.3	26.0
		Partial Mastery	10.7	25.6
		Non-Mastery	78.9	48.3
		N	242	242
English Most Used Words - Unaided	Boys	Full Mastery	2.5	15.9
		Partial Mastery	13.4	20.5
		Non-Mastery	84.1	63.6
		N	239	239
	Girls	Full Mastery	2.5	10.7
		Partial Mastery	9.5	16.9
		Non-Mastery	88.0	72.3
		N	242	242
Write English Words (Number of Words Written)	Boys	11+ Words	0.0	4.6
		5 - 10 Words	0.0	15.9
		0 - 5 Words	100.0	79.5
		N	239	239
	Girls	11+ Words	1.2	3.3
		5 - 10 Words	3.3	11.6
		0 - 5 Words	95.5	85.1
		N	242	242

Table A7. Pupils' levels of mastery in Mathematics in Mangochi and Balaka

Gender	Levels of Mastery	February 2003 (%)	October 2003 (%)
Boys	Full Mastery	2.1	7.5
	Partial Mastery	85.4	87.5
	Non Mastery	12.5	5.0
	N	240	240
Girls	Full Mastery	0.4	2.1
	Partial Mastery	89.3	91.8
	Non Mastery	10.3	6.2
	N	243	243
Total	Full Mastery	1.2	4.8
	Partial Mastery	87.4	89.6
	Non Mastery	11.4	5.6
	N	483	483

Table A8. Results on specific numeracy skills by gender for Standard 3 pupils in Mangochi and Balaka

Numeracy Skill	Gender	Levels of Mastery	February 2003 (%)	October 2003 (%)
Beginning Maths	Boys	Full Mastery	87.5	94.6
		Partial Mastery	9.6	4.6
		Non-Mastery	2.9	0.8
		N	240	240
	Girls	Full Mastery	87.7	93.4
		Partial Mastery	10.3	5.8
		Non-Mastery	2.1	0.8
		N	243	243
Numbers	Boys	Full Mastery	17.1	27.9
		Partial Mastery	43.8	45.4
		Non-Mastery	39.2	26.7
		N	240	240
	Girls	Full Mastery	13.6	14.8
		Partial Mastery	39.5	51.4
		Non-Mastery	46.9	33.7
		N	243	243
Addition	Boys	Full Mastery	10.0	18.8
		Partial Mastery	52.5	56.3
		Non-Mastery	37.5	25.0
		N	240	240
	Girls	Full Mastery	6.6	12.3
		Partial Mastery	58.8	60.1
		Non-Mastery	34.6	27.6
		N	243	243
Subtraction	Boys	Full Mastery	4.2	9.2
		Partial Mastery	61.3	71.7
		Non-Mastery	34.6	19.2
		N	240	240
	Girls	Full Mastery	8.2	10.7
		Partial Mastery	61.7	65.4
		Non-Mastery	30.0	23.9
		N	243	243

School Statistics

Table A9. Number of zones, clusters and primary schools

Districts	Zones	Clusters	Primary schools
Mzimba South	18	75	265
Kasungu	15	108	318
Machinga	10	49	154
Phalombe	7	30	83
Total	50	262	820

Table A10. Primary teachers' status in 2003

District	Trained		Untrained		Total		
	Male	Female	Male	Female	Male	Female	Overall
Mzimba South	1,015	401	197	63	1,212	464	1,676
Kasungu	1,535	723	406	124	1,941	847	2,788
Machinga	659	265	215	56	874	321	1,195
Phalombe	527	127	96	20	623	147	770
Total	3,736	1,516	914	263	4,650	1,779	6,429

Table A11. Primary teachers' status in 2004

District	Trained		Untrained		Total		
	Male	Female	Male	Female	Male	Female	Overall
Mzimba South	1032	426	183	45	1215	471	1686
Kasungu	1518	792	387	109	1905	901	2806
Machinga	656	291	192	41	848	332	1180
Phalombe	545	129	72	14	617	143	760
Total	3751	1638	834	209	4585	1847	6432

Table A12. Pupil enrollment in MESA districts by gender in 2003 and 2004

District	2003			2004		
	Boys	Girls	Total	Boys	Girls	Total
Mzimba South	55,264	52,203	107,467	54,006	51,077	105,083
Kasungu	98,076	96,317	194,393	95,068	94,959	190,027
Machinga	45,499	44,471	89,970	51,548	50,595	102,143
Phalombe	30,303	29,914	60,217	34,992	34,360	69,352
Total	229,142	222,905	452,047	235,614	230,991	466,605

Table A13. District enrollment by class and gender in 2004

Standard	Mzimba South		Kasungu		Machinga		Phalombe	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	12,087	11,835	23,996	25,598	17,516	18,189	11,656	12,023
2	7,962	7,623	17,264	17,692	9,505	9,400	6,861	6,956
3	7,824	7,710	15,229	15,022	8,198	8,078	5,162	5,198
4	6,696	6,384	11,720	11,678	5,227	5,087	3,484	3,328
5	5,890	5,619	9,162	9,135	4,120	3,909	2,755	2,646
6	4,809	4,532	6,984	6,796	2,923	2,693	1,997	1,873
7	4,218	3,878	5,518	5,037	2,262	1,917	1,431	1,203
8	4,520	3,496	5,195	4,001	1,797	1,322	1,646	1,133
Total	54,006	51,077	95,068	94,959	51,548	50,595	34,992	34,360

Baseline data for Teacher, PEA and Community

Table A14. Number of stakeholders surveyed by gender

District	Teachers Observed		Trained Teachers Interviewed		Untrained Teachers Interviewed		Head Teachers Interviewed		PEAs Interviewed		Community Members Interviewed	
	M	F	M	F	M	F	M	F	M	F	M	F
Mzimba South	64	16	56	13	25	15	38	2	10	4	438	154
Kasungu	68	24	55	18	46	15	45	2	8	5	468	162
Machinga	41	11	27	6	29	9	26	0	8	0	269	100
Phalombe	22	4	15	3	13	6	11	2	6	1	100	43
Total	195	55	153	40	113	45	120	6	32	10	1275	459
Grand Total	2,494											

Table A15. Teacher, PEA and community survey results

Summary Findings on Teacher Performance
<p>Teacher strengths</p> <ul style="list-style-type: none"> • The content used by most of the teachers was seen to be suitable for the age group • About 70% of the teachers used appropriate language that encouraged and motivated pupils to learn • Most of the teachers displayed competence in the subject matter which was being taught • Most of the teachers used praises and corrected pupils' behavior in a friendly manner • The classes visited proved to have mutual respect between pupils and also teachers and pupils • Most of the teachers concluded their lessons by summarizing main points through questions and activities <p>Teacher weaknesses</p> <p><i>Teaching Methods</i></p> <ul style="list-style-type: none"> • Many teachers seen did not make their lessons lively • Most of the lessons observed used teacher-centered methods • Most of the teachers seen did not vary teaching methods/teaching techniques <p><i>Degree of pupil participation</i></p> <ul style="list-style-type: none"> • Most of the lessons seen did not give opportunities for pupils to ask each other questions • Pupils were not provided with opportunities to learn from each other • Pupils were not given chances to comment on the lessons taught • Pupils were not given adequate chances to practice certain skills • Many teachers did not give chances for pupils to ask them questions <p><i>Lesson preparation</i></p> <ul style="list-style-type: none"> • Most of the lesson objectives formulated by the teachers were not measurable • The quality of most records of work was weak <p><i>Methods of assessment</i></p> <ul style="list-style-type: none"> • Most of the teachers did not vary methods of assessment • The few methods of assessment used were not appropriate • The majority of the teachers did not have assessment records • Pupils were not given clear instructions during assessment • Many teachers did not assist pupils who were not being assessed • Many of the teachers did not use appropriate assessment materials from the local environment during assessment • Most of the assessment items did not assess pupils on the intended skills • Many teachers did not provide enrichment opportunities for pupils who were doing well <p><i>Gender</i></p> <ul style="list-style-type: none"> • A large number of the teachers used methods that were not gender sensitive • Participation between boys and girls was weak in most of the lessons observed (i.e. lack equal participation by boys and girls) <p><i>Integration</i></p> <ul style="list-style-type: none"> • Most of the lessons seen lacked integration from other curriculum topics and life skills and HIV/AIDS

<p>information</p> <p><i>Teaching and learning materials</i></p> <ul style="list-style-type: none"> • Most of the lessons were taught without teaching and learning materials. • In lessons where teaching and learning materials were available, they were: <ul style="list-style-type: none"> - Not used at the right stage and time in the lessons - Not relevant to the subject matter - Not suitable for the age group - Not from local environment <p><i>Other issues</i></p> <ul style="list-style-type: none"> • Most of the lessons did not use a proper system of marking • Distribution of questions in the classes was mostly weak • Many teachers did not give individual help to all the pupils during the lessons observed • Many of the teachers did not utilize pupils' responses to improve learning • A number of teachers were unable to use the learners' experiences to motivate them • Most of the teachers observed did not vary their questioning techniques
Summary Findings from Teacher Interview
<ul style="list-style-type: none"> • Over 60% of the teachers interviewed were JCE holders • About half of the teachers interviewed were trained through the MIITEP program • Most of the MIITEP students interviewed are qualified • Most of the teachers reported that they get their greatest assistance from headteachers. • Most of the teachers indicated that they teach HIV/AIDS although they had never received any training in the teaching of HIV/AIDS • Teacher interviewed indicated that about 20% of the pupils in the classes absent themselves from school everyday.
Summary Findings from PEA Interview
<ul style="list-style-type: none"> • On average The PEAs have worked as PEAs for 4.5 years with a range of 1 to 12 years • 81% of the PEAs stay in their zones • On average each PEA has 17 schools with a range of 8 to 31 schools per zone • On average each PEA has 117 teachers with a range of 85 to 174 • 81% of the PEAs said that their teachers have a system of Monitoring pupils performance • 80% of the PEAs said that their teachers integrate HIV/AIDS in other subjects • 66% of the PEAs said that they organize open days • 46% of those PEAs who organize open days said that they discuss curriculum implementation issues at them
Summary Findings from Headteacher Interview
<ul style="list-style-type: none"> • 95% of the headteachers were male and that the school lack female teachers • On average most of the headteachers attended 2 in-service training sessions in 2003 • On average most of the headteachers organized 2 school based in-service training sessions in 2003 • 80 % of the schools visited were only supervised once by the PEA in 2003 school session • 91% of the headteachers interviewed indicated that their school committees function • 52% of the headteachers reported that they supervise their teachers teach • 32% of the headteachers interviewed said that communities monitor teachers performance

Cluster Mentorship

Table A16. Number of cluster mentor teachers by gender (includes assistants)

District	Female	Male	Total
Mzimba South	18	57	75
Kasungu	20	89	109
Machinga	14	43	57
Phalombe	9	49	58
Total	61	238	299

Pupil Enrollment Statistics

Table A17. Pupil enrollment by gender: End of Term 3, November 2003

District	Boys	Girls	Total
Mzimba South	55,264	52,203	107,467
Kasungu	98,079	96,317	194,393
Machinga	45,499	44,471	89,970
Phalombe	30,303	29,914	60,217
Total	229,142	22,905	452,047

Table A18. Pupil enrollment by gender: End of Term 1, May 2004

District	Boys	Girls	Total
Mzimba South	51,077	54,006	105,083
Kasungu	94,959	95,068	190,027
Machinga	50,595	51,548	102,143
Phalombe	34,360	34,992	69,352
Total	230,991	235,614	466,605

Baseline Data for Pupil Performance

Table A19. Number of pupils assessed

District	Standard 3			Standard 6		
	Boys	Girls	Total	Boys	Girls	Total
Mzimba South	310	316	626	159	159	318
Kasungu	376	374	750	187	185	372
Machinga	208	206	414	103	102	205
Phalombe	104	104	208	52	52	104
Total	998	1,000	1,998	501	498	999

English

Table A20. Percentage of Standard 3 pupils by level of mastery in English words read correctly and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	98.7	98.4	95.7	94.2	97.5
	Partial Mastery	1.0	1.1	3.8	5.8	2.1
	Full Mastery	1.0	0.5	0.5	0.0	0.4
Girls	Non Mastery	97.8	98.9	99.0	99.0	98.6
	Partial Mastery	1.9	1.1	1.0	0.0	1.2
	Full Mastery	0.3	0.0	0.0	1.0	0.2
Overall	Non Mastery	98.2	98.7	97.3	96.6	98.0
	Partial Mastery	1.4	1.1	2.4	2.9	1.7
	Full Mastery	0.3	0.3	0.2	0.5	0.3

Table A21. Percentage of Standard 3 pupils by level of mastery in English comprehension and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	100.0	100.0	99.0	100.0	99.8
	Partial Mastery	0.0	0.0	1.0	0.0	0.2
	Full Mastery	0.0	0.0	0.0	0.0	0.0
Girls	Non Mastery	100.0	100.0	100.0	100.0	100.0
	Partial Mastery	0.0	0.0	0.0	0.0	0.0
	Full Mastery	0.0	0.0	0.0	0.0	0.0
Overall	Non Mastery	100.0	100.0	100.0	100.0	99.9
	Partial Mastery	0.0	0.0	0.0	0.0	0.1
	Full Mastery	0.0	0.0	0.0	0.0	0.0

Table A22. Percentage of Standard 6 pupils by level of mastery in English words read correctly and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	28.9	18.7	9.7	3.8	18.6
	Partial Mastery	40.9	39.0	40.8	23.1	38.3
	Full Mastery	30.2	42.2	49.5	73.1	43.1
Girls	Non Mastery	24.5	18.9	5.9	3.8	16.5
	Partial Mastery	36.5	36.2	51.0	46.2	40.4
	Full Mastery	39.0	44.9	43.1	50	43.2
Overall	Non Mastery	26.7	18.8	7.8	3.8	17.5
	Partial Mastery	38.7	37.6	45.9	34.6	39.3
	Full Mastery	34.6	43.5	46.3	61.5	43.1

Table A23. Percentage of Standard 6 pupils by level of mastery in English comprehension and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	89.3	78.6	82.5	51.9	80.1
	Partial Mastery	9.4	18.2	16.5	44.2	17.8
	Full Mastery	1.3	3.2	1.0	3.8	2.2
Girls	Non Mastery	83.6	82.7	85.3	76.9	82.9
	Partial Mastery	14.5	15.7	14.7	21.2	15.7
	Full Mastery	1.9	1.6	0.0	1.9	1.4
Overall	Non Mastery	86.5	80.6	83.9	64.4	81.5
	Partial Mastery	11.9	16.9	15.6	32.7	16.7
	Full Mastery	1.6	2.4	0.5	2.9	1.8

Mathematics

Table A24. Percentage of Standard 3 pupils by level of mastery in Mathematics and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	29.4	39.4	16.3	8.7	28.3
	Partial Mastery	70.3	60.6	82.7	89.4	71.2
	Full Mastery	0.3	0.0	1.0	1.9	0.5
Girls	Non Mastery	33.5	42.2	16	14.4	31.2
	Partial Mastery	66.5	57.5	83.0	84.6	68.4
	Full Mastery	0.0	0.3	1.0	1.0	0.4
Overall	Non Mastery	31.5	40.8	16.2	11.5	29.7
	Partial Mastery	68.4	59.1	82.9	87.0	69.8
	Full Mastery	0.2	0.1	1.0	1.4	0.5

Table A25. Percentage of Standard 6 pupils by levels of mastery in Mathematics and district

Gender	Level	Mzimba South	Kasungu	Machinga	Phalombe	Total
Boys	Non Mastery	99.4	98.4	96.1	94.2	97.8
	Partial Mastery	0.6	1.6	3.9	5.8	2.2
	Full Mastery	0.0	0.0	0.0	0.0	0.0
Girls	Non Mastery	98.7	99.5	100.0	96.2	99.0
	Partial Mastery	1.3	0.5	0.0	3.8	1.0
	Full Mastery	0.0	0.0	0.0	0.0	0.0
Overall	Non Mastery	99.0	98.9	98.0	95.2	98.4
	Partial Mastery	1.0	1.1	2.0	4.8	1.6
	Full Mastery	0.0	0.0	0.0	0.0	0.0

In-Service Training Statistics

Table A26. District level resource persons trained in cycle I

District	PEA		Cluster Mentor Teacher		Trainer Head		Totals	
	F	M	F	M	F	M	F	M
Mzimba South	2	12	14	55	8	61	24	128
Kasungu	5	11	23	85	9	51	37	147
Machinga	1	9	14	43	4	28	19	80
Phalombe	1	6	3	26	4	16	8	48
Totals	9	38	54	209	25	156	88	403
Grand Total	982							

Table A27. District level resource persons trained in Cycle II

District	PEA		Cluster Mentor Teacher		Trainer Head		Totals	
	F	M	F	M	F	M	F	M
Mzimba South	2	12	17	53	10	63	29	128
Kasungu	5	11	23	85	10	50	38	146
Machinga	1	10	14	43	2	47	17	100
Phalombe	1	6	3	26	4	25	8	57
Totals	9	39	57	207	26	185	92	431
Grand Total	523							

Table A28. District level resource persons trained in Cycle III

District	PEA		Cluster Mentor Teacher		Trainer Head		Totals	
	F	M	F	M	F	M	F	M
Mzimba South	2	12	16	57	11	64	29	133
Kasungu	5	11	20	89	15	94	40	194
Machinga	1	9	14	43	2	47	17	99
Phalombe	1	6	3	26	4	25	8	57
Totals	9	38	53	215	32	230	94	483
Grand Total	1,154							

Table A29. Number of Standards 1-8 teachers trained during cycle I at cluster-level by district

District	Female	Male	Total
Mzimba South	457	1,245	1,702
Kasungu	646	1,716	2,362
Machinga	303	830	1,133
Phalombe	126	581	707
Total	1,435	3,753	5,904

Table A30. Number of Standards 1-8 teachers trained during cycle II at cluster-level by district

District	Female	Male	Total
Mzimba South	467	1,284	1,751
Kasungu	661	2,031	2,692
Machinga	368	911	1,279
Phalombe	111	564	675
Total	1,607	4,790	6,397

Table A31. Projected number of Standards 1-8 teachers to be trained during cycle III at cluster-level by district

District	Female	Male	Total
Mzimba South	420	1,230	1,650
Kasungu	661	2,031	2,692
Machinga	456	838	1,294
Phalombe	111	564	675
Total	1,648	4,663	6,311

Table A32. Untrained teachers trained

District	Female	Male	Total
Mzimba South	49	286	335
Kasungu	238	814	1,048
Machinga	39	205	244
Phalombe	198	39	237
Total	524	1,344	1,864

Pupil Tracking

Table A33. Number of pupils tracked by gender

District	Boys	Girls	Total	% Boys	% Girls
Mzimba South	7,694	7,658	15,352	50.1	49.9
Kasungu	10,909	10,827	21,736	50.2	49.8
Machinga	5,754	5,389	11,144	51.6	48.4
Phalombe	3,932	3,929	7,861	50.0	50.0
Total	28,289	27,803	56,093	50.4	49.6

Table A34. Number of pupils promoted by gender

District	Boys		Girls		Total
	N	%	N	%	
Mzimba South	4,853	63.1	5,050	65.9	9,903
Kasungu	7,002	64.2	6,728	62.1	13,730
Machinga	3,230	56.1	3,040	56.4	6,270
Phalombe	2,226	56.6	2,131	54.2	4,357
Total	17,311	61.2	16,949	61.0	34,260

Table A35. Number of pupils repeating by class and gender

Standard	Boys		Girls		Total
	N	%	N	%	
1	3067	40.1	3209	41.3	6276
2	1435	28.0	1369	27.5	2804
3	1694	35.9	1588	33.5	3282
4	973	26.7	924	25.6	1897
5	666	23.3	638	22.2	1304
6	426	17.8	427	19.2	853
7	288	15.2	210	13.2	498
Total	8,549	30.2	8,365	30.1	16,914

Table A36. Number of pupils repeating by district and gender

District	Boys		Girls		Total
	N	%	N	%	
Mzimba South	2,268	29.5	2,014	26.3	4,282
Kasungu	3,163	29.0	3,318	30.6	6,481
Machinga	1,909	33.2	1,773	32.9	3,682

Phalombe	1,209	30.7	1,260	32.1	2,469
Total	8,549	30.2	8,365	30.1	16,914

Table A37. Summary of reasons for repeating classes by gender

Reasons	Boys		Girls		Total	
	No	%	No	%	No	%
Absenteeism	1120	13.1	984	11.8	2104	12.4
Failed Exams	5774	67.5	5626	67.3	11400	67.4
Sickness	89	1.0	96	1.1	185	1.1
No reasons given	1,566	18.3	1,650	19.7	3,225	19.1
Total repeating	8,549	30.2	8,357	30.1	16,914	30.1

Table A38. Number of pupils dropped out by class and gender

Standard	Boys		Girls		Total
	N	%	N	%	
1	512	6.70	504	6.48	1016
2	218	4.25	189	3.79	407
3	243	5.15	228	4.81	471
4	210	5.76	181	5.01	391
5	170	5.94	162	5.64	332
6	163	6.83	216	9.69	379
7	128	6.75	178	11.17	306
Total	1,644	5.81	1,658	5.96	3,302

Table A39. Number of pupils who dropped out by district and gender

Standard	Boys		Girls		Total
	N	%	N	%	
Mzimba South	329	4.3	321	4.2	650
Kasungu	557	5.1	601	5.6	1158
Machinga	458	8.0	418	7.8	876
Phalombe	300	7.6	318	8.1	618
Total	1644	5.8	1658	6.0	3302

Table A40. Major reasons for dropping out of school

Reason	Boys		Girls		Total	
	N	%	N	%	N	%
Failed Exam	5,774	67.5	5,626	67.3	11,400	67.4
Absenteeism	1,197	14.0	1,043	12.5	2,240	13.2
Illness	89	1.0	96	1.1	185	1.1
Slow learners	84	1.0	73	0.9	157	0.9
Poverty	40	0.5	32	0.4	72	0.4
Other reasons	126	1.5	148	1.8	274	1.6
No reasons given	1,239	14.5	1,347	16.1	2,586	15.3
Total	8,549	50.5	8,365	49.5	16,914	100.0

Table A41. Pupil age by gender

District	Boys			Girls		
	Mean	Min	Max	Mean	Min	Max
Mzimba South	10.6	5	23	10.0	5	20
Kasungu	12.7	4	22	12.2	4	21
Machinga	10.9	5	23	10.4	5	20
Phalombe	10.5	5	22	10.3	5	18
Total	11.2	4	23	10.7	4	21

Reading Campaign

Table A42. District level resource persons trained in the Reading Campaign

Resource persons	Female	Male	Total
PEAs	8	42	50
CDAs	11	21	32
Cluster mentor teachers	50	218	268
Cluster mentor community leaders	17	160	177
Trainer Head Teachers	24	189	213
Total	110	630	740

Table A43. Number of Teachers, PTA and SMC Chairpersons trained in the Reading Campaign

District	Teachers			PTA and SMC Chairpersons
	Female	Male	Total	Total
Mzimba South	469	1,282	1,751	220
Kasungu	661	2,031	2,692	636
Machinga	367	885	1,252	308
Phalombe	111	575	686	160
Total	1,608	4,773	6,381	1,324

Community Mobilization

Table A44. Initiation councilors in attendance during training

District	Angaliba (male)	Anamkungwi (female)	Total
Machinga	60	65	125
Phalombe	26	36	62
Total	86	101	182

Table A45. Percentage of SMCs implementing HIV/AIDS mitigation strategies by district

District	Percent of SMCs
Mzimba South	10.0
Kasungu	8.5
Machinga	15.4
Phalombe	15.4
Total	11.1

Table A46. SMC baseline data on decentralization

Issues	Mzimba South	Kasungu	Machinga	Phalombe	Overall
Heard about decentralization	26.3	67.4	57.7	23.5	48.0
Involved in zonal activities	84.2	88.4	100.0	69.2	87.3
Participate in education and development plans	0.0	0.0	0.0	0.0	0.0

Table A47. Overview of cluster community mentor leaders' non-funded activities

Type of activity	No. of activities	No. of cluster leaders involved	Participants		
			Females	Males	Total number of participants
Sensitization meetings	1052	261	6,014	3,988	10,002
Cluster action meetings	237	261	712	3,458	4,170
Total	1289	522	57,033	7,139	14,172

Table A48. Summary of field worker facilitated non-funded community based activities by district

District	Type of activity	Number of Activities	Target group	No of participants		Total
				M	F	
Mzimba South	Sensitization meeting	96	Parents, community leaders, school management committees, teachers	2,098	2,970	5,068
		32	Children	6,116	7,332	13,448
	Follow-up	128	All	973	1,070	2,043
Totals		256		9,187	11,372	20,559
Kasungu	Sensitization meeting	82	Parents, community leaders, school management committees, teachers	3,476	4,190	7,660
		35	Children	5,893	6,405	12,298
	Follow-up	136	All	1,180	1,700	2,880
Totals		253		10,549	12,295	22,838
Machinga	Sensitization meetings	54	Parents, community leaders, school management committees, teachers	2,606	3,015	5,621
		22	Children	2,928	3,741	6,669
	Follow-up	22	All	967	964	1,931
Totals		98		6,501	4,720	14,221
Phalombe	Sensitization meetings, focus group discussions	64	Parents, community leaders, school management committees, children, teachers	4,851	5,358	10,209
	Follow up.	12	All	--	--	1113
	Sensitization meeting, focus group discussion	9	Children	349	354	703
	Follow up	4	All	--	--	1300
Totals		89		5,200	5,712	13,325
Grand Total		696		31,437	34,099	70,943

Table A49. An overview of community activities supervised

District	Planned workshops	Workshops completed	Workshops monitored	% monitored
Mzimba South	157	40	20	50
Kasungu	222	89	61	68
Machinga	96	63	50	80
Phalombe	59	43	35	82
Total	534	235	166	70%

Table A50. TFD research and verification site and attendee summary

District	Name of School	People Interviewed				Total	Performance attendees				Total
		Adult		Children			Adult		Children		
		M	F	M	F		M	F	M	F	
Machinga	Ekhama	27	19	12	14	72	120	300	200	400	1,020
	Kayuni	28	36	21	19	104	130	400	300	400	1,230
	Mchilima	48	37	35	33	153	150	100	250	400	850
Phalombe	Nambazo	60	57	49	76	242	900	1,600	1,000	1,000	4,500
	Migowi	49	77	31	29	186	300	420	550	600	1,870
	Chimbiri	84	92	69	39	284	150	330	250	350	1,080
Kasungu	Chilembwe	46	47	37	25	155	400	800	400	510	2,110
	Chipoza	47	50	81	15	193	300	400	500	800	2,000
	Kaphaizi	118	50	32	29	229	400	600	550	450	2,000
Mzimba South	Chisenyezi	46	47	47	25	165	70	80	150	100	400
	Njewe	29	25	11	11	76	500	400	250	350	1,500
	Kamalambo	25	12	11	11	59	220	150	110	250	730
	Grand Total	607	549	437	326	1918	3640	5580	4510	5560	19,290